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ABSTRACT

This manual is designed as a technical resource to explain the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public-school districts and campuses. The system integrates district and campus ratings; district and campus recognition for high performance and performance improvement; and campus, district, and state-level reports. The system is based upon student performance, recognition of diversity, system stability, statutory compliance, appropriate consequences, local program flexibility, local responsibility, and the public's right to know. The manual addresses the 1999 rating process, special circumstances, accountability-system components, and other information relevant to the system. It also provides a preview of the 2000-2003 accountability systems so that schools and districts can be notified of future indicators and standards. The manual, which is divided into 14 sections, focuses on 1998 campus comparable improvement, special issues and exceptions, instructions on using the 1999 accountability data tables, the accountability system reports, system safeguards, local responsibilities, accountability system facts, and additional information, such as an overview of the underlying processes of the accountability system and student, group-identification sources. Appendices include statutory requirements, commissioner's rules, and Regional Educational Service Centers to call with questions. Four tables represent accountability-rating standards for 1999, evaluations of 1999 indicator standards, and other information. (RJM)

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1999 Accountability Manual

The 1999 Accountability Rating System
for Texas Public Schools and School Districts
and
Preview for the 2000-2003 Accountability Systems

Texas Education Agency
Office of Policy Planning and Research
April 1999

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for Texas Public Schools and School Districts
and
Preview for the 2000-2003 Accountability Systems

Texas Education Agency
Office of Policy Planning and Research
April 1999

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Section I — Introduction

The ***Accountability Manual*** is designed as a technical resource to explain the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses. This system integrates district and campus ratings, district and campus recognition for high performance and performance improvement, and campus, district, and state-level reports.

This manual addresses the 1999 rating process, special circumstances, other accountability system components, and other information relevant to the system. In addition, it provides a preview of the 2000 - 2003 accountability systems so that schools and districts are notified of future indicators and standards. All information necessary to compute 1999 ratings and acknowledgments for districts and regular campuses is conveyed. Procedures for determining the 1999 ratings for alternative education campuses are provided in a related publication: ***1998-99 Alternative Education Accountability Procedures***, published in November 1998.

System Philosophy

Guiding Principles

Since 1993, the Texas Education Agency has worked closely with public school personnel and others to develop an integrated accountability system. The system is based upon a number of guiding principles. These are:

- STUDENT PERFORMANCE
  The system is first and foremost designed to improve student performance;
- RECOGNITION OF DIVERSITY
  The system is fair and recognizes diversity among schools and students;
- SYSTEM STABILITY
  The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;
- STATUTORY COMPLIANCE
  The system is designed to comply with statutory requirements;

Guiding Principles *(cont.)*

- **APPROPRIATE CONSEQUENCES**
  The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies schools with inadequate performance and provides assistance;
- **LOCAL PROGRAM FLEXIBILITY**
  The system allows for flexibility in the design of programs to meet the individual needs of students;
- **LOCAL RESPONSIBILITY**
  The system relies on local school districts to develop and implement local accountability systems that complement the state system; and
- **PUBLIC'S RIGHT TO KNOW**
  The system supports the public's right to know levels of student performance in each school district and on each campus.

Components of the System

AEIS

As stated previously, this system integrates district and campus ratings, district and campus recognition for high performance, and campus, district, and state-level reports. The Academic Excellence Indicator System (AEIS) serves as the basis for all accountability ratings, rewards, and reports.

Ratings

For 1999, each district and campus will be assigned one of these ratings:

- - - - - - - - - - - - DISTRICT RATINGS - - - - - - - - - - - -

Standard
- *Exemplary*
- *Recognized*
- *Academically Acceptable*
- *Academically Unacceptable*

Special Circumstances
- *Unacceptable: Special Accreditation Investigation (SAI)*
- *Charter*

- - - - - - - - - - - - CAMPUS RATINGS - - - - - - - - - - - -

Standard
- *Exemplary*
- *Recognized*
- *Acceptable*
- *Low-performing*

Special Circumstances
- *Not Rated*
- *Alternative Education:*
  - *— Acceptable*
  - *— Needs Peer Review*
  - *— Not Rated*

Indicators

Base Indicators are those indicators used to determine accountability ratings using standard procedures. For the 1999 accountability system there are three base indicators for all levels of ratings:

- Texas Assessment of Academic Skills (TAAS) performance in reading, mathematics, and writing;
- Dropout Rate; and
- Attendance Rate.

Additionally, districts and campuses may receive recognition on Additional Indicators: those performance assessments identified in statute or identified by the commissioner, but not used to determine ratings. Any district or campus meeting all of the base indicator standards for at least the *Academically Acceptable / Acceptable* rating is eligible to be considered for additional acknowledgment. In 1999, Additional Indicators are: College Admissions Testing Results, TAAS / TASP Equivalency, Comparable Improvement for Reading, and Comparable Improvement for Mathematics.

The system allows for new indicators to be phased in over a number of years prior to use in the accountability system as Base or Additional Indicators. In general, new indicators are benchmarked for one year, reported for the next two years, and used in the system for ratings or acknowledgments the fourth year. Other information may be designated as "Report-Only Indicators," meaning that they are published on Academic Excellence Indicator System (AEIS) reports but not evaluated against a state standard. (See *Section VIII, Accountability System Reports.*)

Rewards

Statute provides monetary rewards for high performing or improving schools. The Texas Successful Schools Award System (TSSAS) provides for campus monetary awards to schools. In 1997, the Texas Legislature appropriated $5 million for the 1998 / 1999 biennium to fund this program. The 1998 awards are directed at those schools rated *Exemplary, Recognized,* or *Acceptable* which have exhibited significant gains in student performance. The highest performing districts and campuses are also exempted by statute from specific regulations and requirements.

Reports

District and campus AEIS reports show performance on all performance indicators as well as profile data items. Profile items are student, staff, and budgeted financial information which provide context for interpreting the performance results. Annual AEIS data serve as the basis for all accountability ratings, awards, and reports. Since TAAS testing occurs in late spring, these reports are issued the following fall.

Reports *(cont.)*

A second reporting component required by statute is the School Report Card. TEA provides each district with custom School Report Cards which the school, in turn, must provide to each student's family. See *Section VIII, Accountability System Reports* for more information about each of these reports.

Key Dates

Release dates for ratings, recognitions, and reports are identified below. A complete schedule of all events affecting the accountability system is provided in *Section XII, Additional Information.*

◆ August 16	**Ratings for Districts and Schools.** In 1999, there will be one ratings release date, not two as in previous years. Therefore ratings for all districts and schools, regardless of whether they operate on traditional or year-round calendars, or whether an alternative education school is being evaluated using the optional criteria, will be issued in mid-August. On this date, TEA releases final accountability ratings and, for schools and districts rated under standard procedures, acknowledgment on Additional Indicators.
◆ October	**AEIS Reports.** TEA issues AEIS reports to all districts and campuses.
◆ November	**School Report Card.** TEA provides the School Report Card to all districts for each campus.
◆ Winter 1999 / 2000	**Reward Program Notification.** TEA notifies schools of financial awards made through the TSSAS program, based on the 1999 ratings cycle.

Section II —1999 Accountability System

Academic Excellence Indicator System (AEIS)

Information used to rate and acknowledge districts and schools, and to provide a more comprehensive profile of characteristics and performance is compiled into the Academic Excellence Indicator System (AEIS). This is a comprehensive system; both performance and profile information is available for all districts and schools. Profile information is report-only. Three types of performance indicators are used in the system:

- Base Indicators are identified in statute and used to determine accountability ratings.
- Additional Indicators are used to acknowledge high performance on other statutorily defined indicators.
- Report-Only Indicators are reported on annual campus-, district-, region-, and state-level reports. They may be identified by statute, identified by the commissioner, or adopted by the State Board of Education.

The AEIS is used for all aspects of the integrated accountability system. In addition to being used to determine accountability ratings, AEIS is used to determine additional acknowledgments, to determine campus-level performance awards, and to produce a variety of reports.

Comparisons to the 1998 System

In 1999, there are a number of changes in the ratings evaluation criteria: increased TAAS indicator standards, expansion of the assessment results used to determine ratings, a change in the data used to calculate TAAS Required Improvement, and credit for grade 10 students meeting the testing requirement for graduation by passing end-of-course examinations. In addition, there are administrative changes that will alter the dates for the statewide availability of TAAS results and the ratings release. What has changed and what has remained stable since last year is itemized in this section. See *Section III, 1999 Accountability Rating Criteria and Standards* and *Section IV, Acknowledgments and Recognitions* of the manual for specifics on standards and criteria.

Changes from 1998

Base Indicator Definitions

- TAAS results used for accountability purposes will include:
  - Non-special education students tested in grades 3 – 8, and 10, in reading, mathematics, and writing.
  - Special education students tested in grades 3 – 8, and 10, in reading, mathematics, and writing. **NEW!**
  - Students tested on Spanish TAAS in grades 3 and 4, in reading and mathematics. **NEW!**
- 1999 is the first year that students may fulfill the testing requirement for graduation by passing three end-of-course examinations. Students in grade 10 who have met this alternative requirement will be credited as TAAS passers in the calculation of campus and district percent passing used to determine accountability ratings. (See *Section III, 1999 Accountability Rating Criteria and Standards* for detailed information on this change.) **NEW!**
- Dropout rates are calculated from information submitted on the PEIMS Leaver Record which reports the departures of all students enrolled in the district in grades 7 – 12 during the 1997-98 school year. This collection has replaced the separate PEIMS collections for dropouts and graduates used in previous years. (See *Section XII, Additional Information* for detail on this change.) **NEW!**

Ratings

Changes for 1999 *ratings* from the prior year include:

- For a rating of *Academically Acceptable* or *Acceptable*, at least **45.0** percent of "all students" and each student group (African American, Hispanic, White, and Economically Disadvantaged) must have passed each section of the TAAS.
- The data used to calculate TAAS Required Improvement, which can permit a district or campus to avoid the *Academically Unacceptable* or *Low-performing* rating, has been modified to reflect the expanded set of test takers now evaluated for accountability.

Pairing Process

The pairing process is now an on-line application on the Texas Education Agency's World Wide Website. Districts with campuses that need to be paired for determining either ratings and / or Comparable Improvement will receive instructions in March about how to access the application and to update / confirm pairing relationships from prior years. See *Section VI, Special Issues and Exceptions* for more information. **NEW!**

Accountability Correction Period for TAAS Results

Beginning in 1999, the TAAS test contractor's correction period for accountability will be eliminated. The demographic and scoring status information coded on the answer sheet will be the source of information used to determine student groups, program participation, and whether the results will be included in the October subset of TAAS results. Districts will continue to be able to correct information on a student's permanent testing records with the contractor and to request corrected student reports, but those changes will not be reflected in the results provided to the Texas Education Agency for determining accountability ratings.

Release Date

There will be one ratings release date in 1999, not two as in previous years. The release date is set for **Monday, August 16, 1999**. Because the TAAS correction period for accountability has been eliminated, the agency will receive TAAS results from the optional administration for year-round schools earlier in the summer, thus permitting the agency to issue a single set of ratings for all districts and schools.

This year, Additional Acknowledgment for all Additional Indicators, including campus Comparable Improvement will be announced on the ratings release date. The Comparable Improvement reports will be posted on the agency website in August and provided in printed form with the campus AEIS reports in October. NEW!

Additional Indicators

- The source of graduate counts has changed; graduates are now reported to the Texas Education Agency on the PEIMS Leaver Record. (See *Section IV*, 1999 *Acknowledgments and Recognitions* for the acknowledgment criteria.)
- For TAAS / TASP equivalency, both non-special education and special education graduates will be considered. NEW!
- Those special education students tested in English who meet the October subset matching criteria, and for whom a prior year TLI can be matched, will be included in the Comparable Improvement calculations.

Additional Acknowledgment

There are no changes in the standards used to determine Additional Acknowledgment.

Reporting

Changes for 1999 *AEIS reports* from the prior year include: NEW!

- Reporting passing rates on end-of-course examinations; and
- Reporting expanded information on school completers.

What Remains Stable in 1999

In spite of these changes, much of the Texas Public School Accountability System remains stable. After impact analyses and focus group input, the following aspects of the system still apply in 1999:

- The individual student groups are unchanged. They are: African American, Hispanic, White, and Economically Disadvantaged.
- TAAS results used for accountability purposes will be based on an October subset of students, those students tested who were enrolled *in the district* as of October 30, 1998.
- TAAS results are attributed to the campus at which the student is last tested in the spring of 1999. Membership changes among campuses within a district between the PEIMS "as of" date and TAAS testing do not remove a student's results from the October subset.
- Dropout rate standards are unchanged.
- The attendance rate standard is unchanged.
- The criteria for small numbers exclusions for Base Indicators, Additional Indicators, and campus Comparable Improvement are unchanged.
- Performance of students attributed to identified privately operated residential treatment facilities does not affect the district accountability rating.
- The content of the School Report Card is unchanged.

Manual Organization

The organization of this edition of the *Accountability Manual* is very similar to the 1998 edition. Information has been added to *Section X, Local Responsibilities* to assist with local comparisons of 1999 and 1998 TAAS Results. *Section XII, Additional Information* includes expanded information on dropout reporting, on eligibility for end-of-course credit, and on using the Texas Education Agency website.

Section III — 1999 Accountability Rating Criteria and Standards

Determining district and campus ratings is a multi-step process. For every district and campus, performance on the base indicators is evaluated against performance standards to determine an initial rating. Depending on that result, the district or campus may be evaluated on additional performance criteria. These additional criteria are defined in Chapter 39 of the *Texas Education Code*. Performance standards on the indicators are defined by the commissioner of education. A summary of the 1999 standards appears in Table 1 on page 10.

Base Indicators

The accountability system for 1999 uses spring 1999 and spring 1998 performance on the Texas Assessment of Academic Skills (TAAS), the 1997-98 and 1996-97 annual Dropout Rates, and the 1997-98 Student Attendance Rate as the Base Indicators to determine district and campus ratings.

The district and campus ratings depend on meeting all of the TAAS, dropout rate, and attendance rate standards for that rating category.

TAAS

- Results Evaluated. TAAS results evaluated for rating purposes have been expanded in 1999. Performance results now include:
  - Students (non-special education and special education) tested in English in grades 3 – 8, and 10 (exit-level), in reading, mathematics, and writing.
  - Students (non-special education and special education) tested on Spanish TAAS in grades 3 and 4, in reading and mathematics.
  - Students in grade 10 who have met the testing requirement for graduation by passing specific end-of-course examinations. These students will be credited as TAAS passers in the calculation of the campus and district percent passing for each subject.

TABLE 1: ACCOUNTABILITY RATING STANDARDS FOR 1999

	Exemplary †	Recognized †	Academically Acceptable / Acceptable	Academically Unacceptable / Low-performing
Base Indicator Standards				
Spring '99 TAAS • Reading • Writing • Mathematics	at least 90.0% passing each subject area (*"all students" & each student group **)	at least 80.0% passing each subject area (*"all students" & each student group **)	at least 45.0% passing each subject area (*"all students" and each student group **)	below 45.0% passing any subject area (*"all students" or any student group **)
1997-98 Dropout Rate	1.0% or less (*"all students" and each student group **)	3.5% or less (*"all students" and each student group **)	6.0% or less (*"all students" and each student group **) ‡	above 6.0% (*"all students" or any student group **) ‡
1997-98 Attendance Rate	at least 94.0% (grades 1-12) ★	at least 94.0% (grades 1-12) ★	at least 94.0% (grades 1-12) ϕ	at least 94.0% (grades 1-12) ϕ
Additional Performance Requirements				
Required Improvement *[for the 1998 RI calculations, 1998 passing rates will be defined as the 1999 preview accountability subset of TAAS results published in the 1998 AEIS reports.]*	not applicable	not applicable	for each TAAS subject area with less than 45.0% passing (*"all students" and each student group **), actual change between 1999 & 1998 TAAS met or exceeded the change needed to reach 50.0% passing within 5 years AND / OR for any dropout rate above 6% (*"all students" and each student group**), actual change between 1997 & 1998 dropout rate met or exceeded the change needed to reach a 6.0% rate within 5 years	for each TAAS subject area with less than 45.0% passing (*"all students" and each student group **), actual change between 1999 & 1998 TAAS was insufficient to reach 50.0% passing within 5 years AND/ OR for any dropout rate above 6.0% (*"all students" and each student group **), actual change between 1997 & 1998 dropout rate was insufficient to reach a 6.0% rate within 5 years

† A district cannot be rated *Exemplary* or *Recognized* if it has one or more *Low-performing* campuses.

* Student groups are African American, Hispanic, White, and Economically Disadvantaged.

‡ If a district or campus would be rated *Academically Unacceptable / Low-performing* solely because of a dropout rate exceeding 6.0% for a single student group (not all students), then the district or campus will be rated *Academically Acceptable / Acceptable* if that single dropout rate is less than 10.0%, and has declined from the previous year.

★ Districts may appeal to use 1998-99 attendance rates if failure to meet the attendance rate standard is the sole reason that the district or one of its campuses did not earn the *Exemplary* or *Recognized* rating.

ϕ If failure to meet the attendance rate standard is the sole reason that a district would receive an accreditation status of *Academically Unacceptable* or a campus rating of *Low-performing*, then that requirement will be waived.

TAAS *(cont.)*

As in the past, all grade 10 spring test takers will be considered, including both first-time tested and retested students.

- Accountability Subset. Only performance of students enrolled **in the district** as of the PEIMS fall "snapshot" date of October 30, 1998 will be considered in district and campus ratings. (This is referred to as the "October" or "accountability" subset.) Results (TAAS or end-of-course credit) are attributed to the campus at which the student is enrolled at the time of testing in the spring of 1999. At grades 4 and 8, results for students who test in writing at one campus and subsequently test in reading and mathematics at another campus will be attributed to the campus at which they tested last.

- End-of-Course Credit. Statute permits students to meet the testing requirement for graduation by either 1) passing all subjects of the exit-level TAAS, or 2) passing three end-of-course examinations — English II, Algebra I, and either United States History or Biology. For 1999, it is estimated that only a few thousand grade 10 students will have met the testing requirement for graduation via end-of-course tests prior to the spring TAAS administration. If the students meet the October subset criteria and have taken and passed the appropriate end-of-course examinations, the districts and campuses where they are served will receive credit for those students in the calculation of the reading, mathematics, and writing "percent passing" used for accountability.

  If a student has fulfilled the graduation testing requirement with end-of-course tests but takes the 10th grade exit-level TAAS during the spring administration as well, then the student's TAAS results will be used for accountability purposes. For details on eligibility for the end-of-course credit, see *Section XII, Additional Information.*

  Note that, because the accountability testing data may include credit for these end-of-course test takers, the 1999 performance results used to determine accountability ratings may no longer represent the "percent passing TAAS" for the district or high school campus.

- Percent passing, based on both TAAS results and end-of-course credit, for each TAAS subject area will be used:

Reading	(summed across grades 3-8, and 10);
Mathematics	(summed across grades 3-8, and 10); and
Writing	(summed across grades 4, 8, and 10).

TAAS *(cont.)*

- District evaluation will not include the performance of students attributed to identified privately operated residential treatment facilities.
- District evaluation will include the performance of students served by
  - juvenile justice alternative education programs (JJAEPs); or
  - shared service arrangement alternative education schools.
- The equation used to determine the percent passing is illustrated using reading:

$$\frac{\begin{array}{c}\text{Number of students \textit{passing} Reading +}\\ \text{Number of grade 10 students meeting the testing requirement for graduation via end-of-course examinations}\end{array}}{\begin{array}{c}\text{Number of students \textit{tested in} Reading +}\\ \text{Number of grade 10 students meeting the testing requirement for graduation via end-of-course examinations}\end{array}} \text{ X } 100$$

- All calculations are rounded to one decimal place.
- Only the performance of those individual student groups meeting minimum size requirements will be evaluated.
- Not only total students, but each of the student groups (African American, Hispanic, White and Economically Disadvantaged) meeting minimum size requirements must meet the standard to achieve the *Exemplary*, *Recognized*, or *Academically Acceptable* / *Acceptable* ratings.

STANDARDS FOR TAAS

★ *For a campus or district rating of* ***Exemplary****, at least 90.0 percent of "all students" and students in each group must pass each section of the TAAS.*

★ *For a campus or district rating of* ***Recognized****, at least 80.0 percent of "all students" and students in each group must pass each section of the TAAS.*

★ *For a rating of* ***Academically Acceptable*** *(district) or* ***Acceptable*** *(campus), at least 45.0 percent of "all students" and students in each group must pass each section of the TAAS. Districts and campuses can also receive a rating of* ***Academically Acceptable*** *(district) or* ***Acceptable*** *(campus) if Required Improvement is demonstrated in all low-performing areas and groups.*

TAAS *(cont.)*

★ *Those districts (or campuses) not meeting the standard for* ***Academically Acceptable*** *(or* ***Acceptable****) or higher and not achieving Required Improvement in the low performing areas will be rated* ***Academically Unacceptable*** *(or* ***Low-performing****).*

Details on the calculation of Required Improvement are provided later in this section.

Dropout Rate

- Source of Data. Dropouts for the 1997-98 school year reported in the 1998-99 PEIMS Submission 1 Leaver Collection, grades 7 through 12, are considered. As in the past, dropouts served in special education are included in the total count. (See *Section XII, Additional Information* for information on this year's changes in the collection of dropout data.)
- Only selected leaver codes are defined as dropouts. (See the *1998-99 PEIMS Data Standards.*) Once all districts have reported, TEA runs a recovery system against other state data sources to attempt to locate reported dropouts in other educational settings. Districts and campuses are held accountable for their official dropouts, those unrecovered by this process. (See *Section XII, Additional Information* for details of the dropout recovery process.)
- The annual dropout rate is based on cumulative membership in grades 7-12 for the entire school year. Membership is determined from the end-of-year attendance reported in 1997-98 PEIMS Submission 3.
- Minimum Size Criteria. Annual dropout rates are examined for accountability purposes if minimum size criteria are met. (These are detailed later in this section.) The criteria are applied to the "all students" data as well as to the data for individual student groups. If the "all students" dropout data fail to meet minimum size criteria, then the accountability rating will be based on TAAS performance and attendance rate only.
- Meeting Standards.
  - All groups meeting the minimum size requirements — "all students" and each student group — must meet the standard to achieve a rating of *Exemplary* or *Recognized.*
  - All groups meeting the minimum size requirements — "all students" and each student group — must meet the standard to achieve a rating of *Academically Acceptable / Acceptable*, unless Required Improvement is met and / or the Single Student Group Dropout Waiver is applicable.

Dropout Rate
(cont.)

- The dropout rate is determined using the following equation, which is rounded to one decimal place:

$$\frac{\text{Number of 1997-98 Leavers Defined as Dropouts, } \textit{less} \text{ Recovered Dropouts}}{\text{Cumulative Membership in Grades 7-12 for 1997-98}} \quad \text{X 100}$$

Recovered Dropouts are those who were: ADA ineligible; found in attendance / enrollment in another public school district; GED recipients; graduates; or a previously reported dropout.

Leavers Defined as Dropouts left or withdrew from school:

- to pursue a job; to join the military; because of pregnancy; to marry;
- to enter college with no evidence of working toward an Associate's or Bachelor's degree;
- to enroll in an alternative program but student is not in compliance with compulsory attendance laws and/or with no evidence of working toward the completion of a high school diploma or GED certificate;
- because student failed exit TAAS, has not met all other graduation requirements, and has no evidence of further participation in a school or educational program to continue working toward the completion of a high school diploma or GED certificate;
- did not return to school after completing a JJAEP term, and the student has not graduated or completed/received a GED; or
- because student was expelled (due to reasons other than criminal behavior), with no further participation in a school or educational program to continue working toward the completion of a high school diploma or GED certificate;
- due to alcohol or other drug abuse problems; because of low or failing grades; because of poor attendance; because of language problems; because of age; due to homelessness or non-permanent residency;
- the reason is unknown.

- **SINGLE STUDENT GROUP DROPOUT WAIVER:**
  - If a district would be rated *Academically Unacceptable*, or a campus rated *Low-performing*, solely due to one student group (African American, Hispanic, White, or Economically Disadvantaged) exceeding the 6.0 percent standard, then the *Academically Acceptable / Acceptable* rating will be assigned if the following conditions apply:

    (1) the 1997-98 dropout rate for that student group is less than 10.0 percent; and

    (2) for that student group, the 1997-98 dropout rate is less than the 1996-97 dropout rate.

Dropout Rate
(cont.)

- The waiver cannot be applied if:
  (1) the single dropout rate exceeding 6.0 percent is the "all students" rate; or
  (2) more than one group exceeds the *Acceptable* dropout standard after Required Improvement is applied.
- The waiver can be applied even if minimum size requirements in the prior year were not met.
- If the Single Student Group Dropout Waiver has been applied, the district rating is *Academically Acceptable* or the campus rating will be *Acceptable*, even if:
  (1) TAAS performance meets the *Exemplary* or *Recognized* standards; or
  (2) the attendance rate is below the *Acceptable* standard.

STANDARDS FOR DROPOUT RATE

★ *An annual dropout rate of 1.0 percent or less must be demonstrated for "all students" and for each student group for a rating of* ***Exemplary****.*

★ *An annual dropout rate of 3.5 percent or less must be demonstrated for "all students" and for each student group for a rating of* ***Recognized****.*

★ *An annual dropout rate of 6.0 percent or less must be demonstrated for "all students" and for each student group for a rating of* ***Academically Acceptable*** *for districts or* ***Acceptable*** *for campuses. Districts and campuses can also receive a rating of* ***Academically Acceptable*** *(district) or* ***Acceptable*** *(campus) if Required Improvement is demonstrated for all low-performing groups, or if the Single Student Group Dropout Waiver has been applied.*

★ *Those districts (or campuses) not meeting the standard for* ***Academically Acceptable*** *(or* ***Acceptable****) or higher, and not achieving Required Improvement in low-performing groups, or for whom the Single Student Group Dropout Waiver cannot be granted, will be rated* ***Academically Unacceptable*** *(or* ***Low-performing****).*

Details on the calculation of Required Improvement are provided later in this section.

Attendance Rate

- 1997-98 attendance for all students in grades 1 through 12 will be considered. As in the past, students served in special education in these grades are included in the calculation of the attendance rate.
- Attendance for the entire school year will be used. The attendance rate is determined using the following equation, which is rounded to one decimal place:

$$\frac{\text{Total Number of Days Students in Grades 1-12 were Present in 1997-98}}{\text{Total Number of Days Students in Grades 1-12 were in Membership in 1997-98}} \times 100$$

Standards for Attendance Rate

- ★ *An attendance rate of 94.0 percent or higher for all students in grades 1-12 is necessary for a rating of* ***Exemplary, Recognized,*** *or* ***Academically Acceptable / Acceptable****.*
- ★ *If failure to meet the attendance rate standard is the sole reason that a district would be rated* ***Academically Unacceptable,*** *or a school rated* ***Low-performing****, even if the Single Student Group Dropout Waiver has been applied, then the attendance rate standard will be waived.*
- ★ *If failure to meet the attendance rate standard is the sole reason that a school or a district would not be rated* ***Exemplary*** *or* ***Recognized****, then the school or district may appeal that the rating be re-evaluated using current year attendance, if current year attendance meets or exceeds the standard.*

Base Indicator Summary

The **maximum** number of indicator standards for each rating varies. Most districts and schools do not have to meet the maximum number either because they do not meet size minimums for every student group for every indicator, or because the indicator does not apply to their school.

As an example, schools serving grades 6 and below are not required to meet the maximum number of criteria because dropout rates are not considered in determining their ratings. The larger and more demographically diverse the school or district, the higher the number of criteria which must be met to earn the accountability rating.

Minimum Size Requirements for Base Indicators

All districts and campuses are rated using standard evaluation criteria, which includes consideration of "all students" results and the results of individual student groups if they meet the minimum size requirements specified below. **Only those student groups which meet the size requirements are evaluated to determine accountability ratings.** Student groups for ratings are African American, Hispanic, White, and Economically Disadvantaged.

TAAS – Tested Students

With respect to TAAS, to be included in the ratings evaluation, an individual student group for a district / campus must have:

- tested at least 30 students within a student group (summed across all grades) for any subject area, and the student group must comprise at least 10.0 percent of all test takers in each subject area; **or**
- tested at least 200 students within the student group, even if that group represents less than 10 percent of all test takers.

Dropout Rate

With respect to dropouts, to be included in the ratings evaluation, a district / campus must have:

- For *all students*:
  - at least 10 dropouts; **and**
  - at least 30 7th-12th graders in membership during the school year.
- For *each individual student group*:
  - at least 10 dropouts; **and**
  - at least 30 7th-12th graders in membership during the school year, and the group must comprise at least 10 percent of all 7th-12th graders. **or**
  - at least 200 7th-12th graders must be reported within the student group.

Attendance Rate

There are no minimum size requirements applied to the attendance rate calculation.

Additional Performance Requirements

Beyond evaluation of performance against set standards, statute mandates that performance trends must also be evaluated. In some cases, a district or campus rating cannot be finalized until this second step in the process is completed. For 1999, Required Improvement is the only additional performance requirement to affect accountability ratings; if met, Required Improvement can move a district / campus from *Academically Unacceptable / Low-performing* to *Academically Acceptable / Acceptable.* Table 2 graphs these requirements, based on the initial rating earned.

Table 2: 1999 INDICATOR STANDARDS EVALUATED

Initial Rating	1999 TAAS															1997-98 Dropout Rate					97-98 Attendance	REQUIRED IMPROVEMENT																			
	Reading					Mathematics					Writing											TAAS Reading					TAAS Mathematics					TAAS Writing					Dropouts				
	All Students	Afr. American	Hispanic	White	Econ. Disadv.	All Students	Afr. American	Hispanic	White	Econ. Disadv.	All Students	Afr. American	Hispanic	White	Econ. Disadv.	All Students	Afr. American	Hispanic	White	Econ. Disadv.		All Students	Afr. American	Hispanic	White	Econ. Disadv.	All Students	Afr. American	Hispanic	White	Econ. Disadv.	All Students	Afr. American	Hispanic	White	Econ. Disadv.	All Students	Afr. American	Hispanic	White	Econ. Disadv.
Exemplary	✓	●	●	●	●	✓	●	●	●	●	✓	●	●	●	●	●	●	●	●	●	✓	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Recognized	✓	●	●	●	●	✓	●	●	●	●	✓	●	●	●	●	●	●	●	●	●	✓	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Acceptable	✓	●	●	●	●	✓	●	●	●	●	✓	●	●	●	●	●	●	●	●	●	✓	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Low-performing	✓	●	●	●	●	✓	●	●	●	●	✓	●	●	●	●	●	●	●	●	●	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	▨	▨	▨	▨	▨

LEGEND:

- ✓ *Always Evaluated*
- ● *Evaluated if Minimum Size Requirements are met*
- ■ *Not Evaluated*
- ☐ *Evaluated if TAAS percent passing is < 45.0 and minimum size requirements are met*
- ▨ *Evaluated if dropout rate is > 6.0 and minimum size requirements are met*

"All students" performance is always evaluated for TAAS and the attendance rate. Individual student group performance and the "all students" dropout rate are evaluated only if minimum size requirements are met. Therefore, a school or district could be evaluated on from as few as 4 or as many as 21 criteria to determine its initial rating.

Required Improvement

In 1999, for districts and campuses to avoid being rated *Academically Unacceptable* or *Low-performing*, Required Improvement must be demonstrated for all TAAS subject areas below 45.0 percent passing, and for all dropout rates greater than 6.0 percent. A campus or district demonstrating Required Improvement on all deficient indicators is rated *Academically Acceptable* or *Acceptable*.

Required Improvement depends upon the comparison of two years of performance to determine growth. Campuses must have performance results for both years in order to demonstrate Required Improvement.

For a district or campus initially rated *Academically Unacceptable* or *Low-performing*, Required Improvement is calculated **only for those indicators which fall below the standard and are, therefore, the cause of that initial rating.**

- Required Improvement may be calculated for one or more of the following:
  - TAAS mathematics, "all students" and / or any student group;
  - TAAS reading, "all students" and / or any student group; and / or
  - TAAS writing, "all students" and / or any student group.
  - annual dropout rate, "all students" and / or any student group.
- If the actual change in performance meets or exceeds the change required to meet the standard, then the district or campus has demonstrated Required Improvement for that subject area and student group.
- Small numbers criteria are applied to performance results for both years before evaluating Required Improvement. Required Improvement **cannot** be met if minimum group size criteria are not met in both years.

Since 1998, Required Improvement has not been a factor in determining the *Recognized* rating. In the 1995 – 1997 rating cycles, the measure was evaluated when TAAS performance was below the statutory, but not the rating, standard. Statute requires the *Recognized* standard to be 10 percent below the *Exemplary* standard, which is set at 90.0 percent passing. Since 1998, the *Recognized* TAAS standard has been set at 80.0 percent passing and the Required Improvement calculation is no longer appropriate.

TAAS Required Improvement

For TAAS, Required Improvement is evaluated for only those subject areas and student groups not meeting the performance standard for the *Academically Acceptable / Acceptable* rating (45.0 percent passing). Actual growth between the current and prior year is compared to a calculated standard for annual growth.

Adjustment for 1999 Ratings: For this rating cycle, the prior year (1998) TAAS results will be recalculated to include the same set of students included in current year results. Without an adjustment, the calculation would compare the current year results, which include non-special education, special education, and Spanish TAAS test takers, to the TAAS results used for 1998 ratings, which included non-special education test takers only. An unadjusted comparison would not accurately reflect the growth in TAAS results experienced by districts and campuses for all students included in the 1999 accountability evaluations.

Instead, the Required Improvement (RI) comparison will be made using the "1999 Preview" TAAS results published in 1998 district and campus AEIS reports. This preview data added the 1998 special education and grade 3 and 4 mathematics and reading Spanish TAAS results to the non-special education accountability results used for the 1998 ratings.

Definition: TAAS Required Improvement is defined as sufficient improvement to reach 50.0 percent passing in five years. All calculations are rounded to one decimal place. The calculation is illustrated on the following page.

$$\underbrace{(\%\ \text{Passing in 1999}) - \left(\begin{array}{c}\%\ \text{Passing in 1998}\\ \textit{modified to "1999 Preview"}\end{array}\right)}_{\text{Actual Change}} \;\underset{\substack{\uparrow\\ \text{must be greater than}\\ \text{or equal to}}}{\geq}\; \underbrace{\frac{50.0\% - \left(\begin{array}{c}\%\ \text{Passing in 1998}\\ \textit{modified to "1999 Preview"}\end{array}\right)}{5}}_{\text{Required Improvement}}$$

Dropout Rate Required Improvement

For the dropout rate, Required Improvement is the change in the annual dropout rate needed to reach an annual rate of 6.0 percent in five years, compared to the actual yearly change in the annual dropout rate. The calculation is only made for those groups where the district or campus does not meet the performance standard for the *Academically Acceptable / Acceptable* rating (*i.e.*, has a dropout rate above 6.0 percent for grades 7-12). All calculations are rounded to one decimal place.

Dropout Rate Required Improvement *(cont.)*

$$\underbrace{(\text{1997-98 Dropout Rate}) - (\text{1996-97 Dropout Rate})}_{\text{Actual Change}} \quad \underset{\substack{\uparrow \\ \text{must be less than} \\ \text{or equal to}}}{\le} \quad \underbrace{\frac{6.0\% - (\text{1996-97 Dropout Rate})}{5}}_{\text{Required Improvement}}$$

Note that this calculation measures *reductions* in rates, not gains as with TAAS results. The actual change in the dropout rate needs to be *less than or equal* to the calculated required improvement for the standard to be met.

Comparable Improvement

Comparable Improvement is another statutorily-defined improvement measure. Comparable Improvement does not affect the accountability rating of any district or school; however, campus Comparable Improvement in Reading and Mathematics is reported on AEIS , and will be used for Additional Acknowledgment and TSSAS awards. (See *Section V, 1999 Campus Comparable Improvement.*)

1999 Ratings Summary

A district or campus must pass each and every applicable standard to be rated *Exemplary*, *Recognized*, or *Academically Acceptable / Acceptable*. If every standard for a rating is not met, then the next lower rating is assigned if the conditions for the next lower rating are met. This means that a campus will receive a rating of *Acceptable* if it meets the dropout and TAAS standards for *Recognized*, but has an attendance rate below 94.0 percent. As another example, a campus with a 42 percent passing rate in reading for economically disadvantaged students, which could not demonstrate Required Improvement for that subject area and student group, would be rated *Low-performing* even if all other standards for the *Acceptable* rating were met.

Special Circumstances

Special Accreditation Investigations. The commissioner, using the authority granted in *Texas Education Code* §39.075 and §39.131, may lower the accreditation status of a district based on the results of a special accreditation investigation (SAI). Problems in governance, finances, testing practice, compliance with federal regulation, and administrative management are among the reasons such an investigation can be initiated. In these cases, the district rating shall be changed to *Unacceptable: SAI*, and that rating will remain in effect until the commissioner sees that significant progress is being made in the problem areas. Therefore, a district rating based on standard evaluation of base indicators will not be awarded until the commissioner lifts the *Unacceptable: SAI* rating. (See *Section X, Local Responsibilities* for information on investigations.)

Accommodating District and Campus Diversity. The information in this section explains the standard process for determining the 1999 ratings for districts and campuses. The overwhelming majority of ratings can be determined this way. However, some situations pertaining to size of the district or campus, or grade configuration, may require more specialized analysis to determine a fair rating. These are described in *Section VI, Special Issues and Exceptions.*

Section IV – 1999 Acknowledgments and Recognitions

Districts and campuses can receive rewards other than high ratings for high performance on AEIS performance indicators. These include recognition of high achievement on other indicators not used to determine ratings, exemptions from regulations and requirements under specific conditions, and potentially, monetary awards delivered through statutory rewards programs.

Additional Indicator Acknowledgment

Overview

Districts and campuses will be acknowledged for high performance on Additional Indicators. Additional Indicators do not affect accountability ratings. Any district or campus that is rated *Academically Acceptable* or *Acceptable* or higher may be considered for acknowledgment on Additional Indicators.

In 1999, Additional Acknowledgment will be awarded on these measures:

- College Admissions Testing Results *(district and campus)*;
- TAAS / TASP Equivalency *(district and campus)*;
- Campus Comparable Improvement: Mathematics *(campus only)*; and
- Campus Comparable Improvement: Reading *(campus only)*.

Categories of acknowledgment used in 1999 are:

- *Acknowledged* the school or district has performance results to be evaluated and has met the acknowledgment criteria;
- *Does Not Qualify* the school or district has performance results to be evaluated but did not meet the acknowledgment criteria;
- *Not Applicable* the school or district does not have performance results to be evaluated on this Additional Indicator; or

Overview *(cont.)*

- *Not Eligible* Districts initially rated *Academically Unacceptable*, or campuses initially or finally rated *Low-performing*, are ineligible for Additional Acknowledgment on any Additional Indicators. To have initially earned the lowest rating means that the district or campus failed one or more *Acceptable* Base Indicator standards. Even if Required Improvement is later met to raise the rating, Additional Acknowledgment is not awarded.

Notification

Notification of acknowledgment will occur simultaneously with notification of the accountability ratings on August 16.

Standards

Table 3 details the acknowledgment standards for all 1999 Additional Indicators.

College Admissions Testing Results

Performance for the class of 1998 is evaluated on college entrance examinations, *i.e.*, the SAT I administered by the College Board, and the ACT, administered by the ACT, Inc. The following information applies:

- Only districts and campuses with graduates can be evaluated on this Additional Indicator.
- Both the percent of graduates tested and the percent of test takers scoring at or above the criterion score (either 1110 on the SAT I total, or 24 on the ACT composite) are used. Special education graduates are excluded from these calculations.
- If a student has taken the examination more than once, only the most recent test score is provided by the College Board and ACT, Inc. to the Texas Education Agency. For the SAT I, the most recent score as of March 31 is provided; for the ACT, the most recent score as of June 30 is provided. These dates could change in future years.

Table 3: ADDITIONAL ACKNOWLEDGMENT STANDARDS FOR 1999

	Acknowledged	Does Not Qualify	Not Eligible	Not Applicable
Class of 1998 College Admissions Tests				
Percent Tested	at least 70.0% of graduates must have taken the SAT I or ACT *("all students" & each student group*)*	fewer than 70.0% of graduates took the SAT I or ACT *("all students" & each student group*)*	schools either initially or finally rated *Low-performing* and districts initially or finally rated *Academically Unacceptable*	schools and districts without graduates and schools rated under the alternative education accountability procedures
	AND ↓	**OR ↓**		
Percent Scoring at or above the Criterion Score • SAT I: 1110 • ACT Composite: 24	50.0% or more of examinees must have met or exceeded the criterion score *("all students" & each student group*)*	fewer than 50.0% of examinees met or exceeded the criterion score *("all students" and each student group*)*		
Class of 1998 TAAS / TASP Equivalency				
Percent Meeting TAAS Equivalency Standards: • Reading: TLI >= X-81 • Mathematics: TLI >= X-77 • Writing: scale score >= 1540	at least 80.0% of graduates must have met or exceeded the TAAS / TASP equivalency standard *("all students" & each student group**)*	less than 80.0% of graduates met or exceeded the TAAS / TASP equivalency standard *("all students" & each student group**)*	schools either initially or finally rated *Low-performing* and districts initially or finally rated *Academically Unacceptable*	schools and districts without graduates and schools rated under the alternative education accountability procedures
1999 Campus Comparable Improvement (Determined Separately for Reading and Mathematics)				
Comparable Improvement Quartile	Q1	Q2, Q3 or Q4	schools either initially or finally rated *Low-performing*	schools not evaluated for Comparable Improvement and schools rated under the alternative education accountability procedures
	AND ↓	**OR ↓**		
Percent of High-Performing Students (Matched Test Takers Scoring a TLI >= 85 in the Prior Year)	50.0% or more	fewer than 50.0%		

* Student groups are African American, Hispanic, and White.

** Student groups are African American, Hispanic, White, and Economically Disadvantaged.

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College Admissions Tests *(cont.)*

- If a student has taken both the SAT I and the ACT, the information is merged so that unduplicated counts of students are used. If the student scored above the criterion on either the SAT I or ACT, that student is counted as having scored above the criterion.
- The College Board and the ACT Inc. consider the Texas Education Agency to be a user of college admissions test scores. The agency is not authorized to modify the information it receives.
- "All students" results are always evaluated, regardless of the number of graduates or examinees. Whether individual student groups are evaluated depends on whether small numbers criteria are met. (Those criteria are enumerated later in this section.)
- Student groups disaggregated for analysis are: African American, Hispanic, and White.
- In 1999, examination results evaluated are for the **class of 1998**. Percentages are determined using the following equations:

$$\frac{\text{Number Taking either the SAT I or the ACT}}{\text{Total Non-Special Education Graduates}} \times 100 \quad \textbf{AND} \quad \frac{\text{Number Scoring at or above Criterion Score}}{\text{Number Taking either the SAT I or the ACT}} \times 100$$

- All calculations are rounded to one decimal place.

CAUTION: The student taking the test identifies the school to which a score is attributed. Schools are encouraged to verify campus summary information on the SAT I and ACT as soon as the information is received. Any discrepancies should be reported immediately to the testing companies, not TEA. The testing companies finalize results for their yearly summaries by March (SAT I) and June (ACT). Any subsequent testing or error correction will not be reflected in any national, state, district, or school results released.

STANDARDS FOR ACKNOWLEDGMENT ON COLLEGE ADMISSIONS TESTS

★ *For acknowledgment on this indicator, class of 1998 examinees on either the ACT or the SAT I must represent 70.0 percent or more of the non-special education graduates, and 50.0 percent or more of those examinees must have scored at or above the criterion score (either 1110 on the SAT I Total or 24 on the ACT Composite). Standards must be met for "all students", and for each student group meeting minimum size requirements.*

TAAS / TASP Equivalency

The performance evaluated will be the percent of graduates who performed well enough on the exit-level TAAS as first-time test-takers to have a 75.0% likelihood of passing the Texas Academic Skills Program (TASP) test. The TASP is given to all students enrolled in publicly funded Texas institutions of higher learning. To be counted for this indicator, a student must have achieved the following standards on all TAAS subject tests taken:

READING:	a reading TLI of X-81, or higher;
MATHEMATICS:	a mathematics TLI of X-77, or higher; and
WRITING:	a scale score of 1540 or higher.

- Only districts and campuses with graduates can be evaluated on this Additional Indicator.
- Both non-special education and special education graduates will be included in the evaluation.
- "All students" results are always evaluated, regardless of the number of graduates. Whether individual student groups are evaluated depends on whether small numbers criteria are met. (Those criteria are enumerated later in this section.)
- Student groups disaggregated for analysis are: African American, Hispanic, White, and Economically Disadvantaged.

TAAS / TASP Equivalency
(cont.)

- In 1999, results evaluated are for the **class of 1998**. Percentages are determined using the following equation:

$$\frac{\text{Number of Graduates Meeting TAAS / TASP Equivalency Standards for all subjects on their First TAAS Exit-level Administration}}{\text{Number of First-time Tested Graduates}} \times 100$$

- All calculations are rounded to one decimal place.

STANDARDS FOR ACKNOWLEDGMENT ON TAAS / TASP EQUIVALENCY

★ *For acknowledgment on this indicator, 80.0 percent of all 1998 first-time tested graduates must meet or exceed the TAAS / TASP equivalency standards. Standards must be met for "all students" and for each student group meeting minimum size requirements.*

Campus Comparable Improvement

Performance on campus Comparable Improvement is evaluated separately for reading and mathematics. Campuses may be acknowledged for both subjects, only one of the subjects, or neither subject. For detailed information about how Comparable Improvement is determined, refer to *Section V, 1999 Campus Comparable Improvement* later in this manual. The following information applies:

- Only campuses for which Comparable Improvement quartiles can be determined are evaluated for these Additional Acknowledgments. Paired campuses are eligible for this acknowledgment.
- Comparable Improvement quartiles are based on "all students" results only. Individual student groups are not evaluated separately because student characteristics such as ethnicity and economic status have been used to determine Comparable Improvement campus comparison groups.
- "All students" results include both special education and non-special education students tested in English. As there is no TLI for the Spanish version of the TAAS, those students taking the Spanish version cannot contribute to the calculation of Comparable Improvement.

CI Acknowledgment *(cont.)*

- Comparable Improvement calculations are based on the analysis of TLI growth for those 1999 English-version test takers in the October subset for whom prior year TLI scores can be matched. District and campus location in the prior year are not considered when matching student results across years. Matching is determined separately by subject. (Refer to *Section V, Campus Comparable Improvement* for more details about matching criteria.)
- Both the percent of high performing students, defined as matched test takers scoring a TLI of 85 or better in the prior year, and the Comparable Improvement quartile based on the TLI growth of test takers whose prior year TLI was less than 85 are used to determine these acknowledgments.
- The calculations for the percent of matched students who scored a TLI of 85 or better in the prior year, as well as those for the determination of CI groups and the CI quartile, are provided in *Section V, 1999 Campus Comparable Improvement.*

STANDARDS FOR ACKNOWLEDGMENT ON CAMPUS COMPARABLE IMPROVEMENT [READING]

★ *For acknowledgment on this indicator, the percent of high-performing students in reading must meet or exceed 50.0 percent, AND the 1999 campus Comparable Improvement quartile in reading must be Q1.*

STANDARDS FOR ACKNOWLEDGMENT ON CAMPUS COMPARABLE IMPROVEMENT [MATHEMATICS]

★ *For acknowledgment on this indicator, the percent of high-performing students in mathematics must meet or exceed 50.0 percent, AND the 1999 campus Comparable Improvement quartile in mathematics must be Q1.*

Minimum Size Requirements for Additional Indicators

Additional Indicators are evaluated if the minimum size requirements specified below are met. Standards for the College Admissions Tests and TAAS / TASP equivalency indicators apply only to individual student groups. A minimum number of matched students must exist for Comparable Improvement to be determined. **Only results which meet the indicator's size requirements are evaluated.**

College Admissions Tests

Student groups for college admissions tests are African American, Hispanic, and White. To be included in the evaluation for additional acknowledgment, an individual student group for a district / campus have:

- at least 30 graduates within the student group and the student group must comprise at least 10 percent of all graduates; **or**
- at least 200 graduates within the student group; **and**
- at least 10 examinees within the student group.

Only non-special education graduates are evaluated.

TAAS / TASP Equivalency

Student groups for TAAS / TASP equivalency are African American, Hispanic, White, and Economically Disadvantaged. To be included in the evaluation for Additional Acknowledgment, an individual student group for a district / campus must have:

- at least 30 graduates within the student group and the student group must comprise at least 10 percent of all graduates; **or**
- at least 200 graduates within the student group.

Only the first-time test results for graduates are evaluated.

Comparable Improvement

See *Section V, 1999 Campus Comparable Improvement* for details on small numbers criteria for these measures.

Rewards

Statutory Awards Programs

The Texas Successful Schools Awards System (TSSAS), first administered by the Texas Education Agency in 1991-92, was funded with $5 million for the 1998 / 1999 biennium by the 75th Texas Legislature. The statutory program is designed to reward schools that exhibit the highest levels of sustained success or the greatest improvement in achieving education goals. Financial awards based on the 1998 ratings were distributed to campuses rated *Exemplary*, *Recognized*, or *Acceptable* that showed significant gain in performance as measured by 1998 Comparable Improvement. Campuses rated *Low-performing*, or rated under the optional procedures for alternative education campuses, are ineligible to receive TSSAS awards. Although the majority of the $2.5 million annual allocation was distributed based on these performance criteria, a portion was awarded to schools in recognition of effective and innovative approaches to increasing the number of parents or guardians attending parent-teacher conferences.

Another statutory awards program, the Principal Performance Incentive Program was not funded for the 1998 / 99 biennium.

Excellence Exemptions

Texas Education Code §39.112 automatically exempts districts and campuses rated *Exemplary* from some statutes and rules. The exemptions remain in effect until the commissioner of education determines that achievement levels of the district or campus have declined, or the district or campus rating changes.

Statute lists a number of areas in law and regulation to which the exemption **does not** apply. These include criminal behavior, due process, federal and state program requirements, the curriculum essential skills and knowledge, public school accountability, extra-curricular activities, and employee rights and benefits. (See *Texas Education Code* §39.112 for a complete list.) Under specific circumstances the commissioner may exempt a campus from class size limits for elementary grades. The statute is provided in *Section XIV, Appendix A*.

The Department of Accountability and School Accreditation can answer inquiries regarding the benefits of these statutory exemptions.

Section V — 1999 Campus Comparable Improvement

Overview

The Comparable Improvement measures depend on campus comparison groups. Each campus has a unique comparison group of 40 other campuses in the state that closely match the target school on a number of characteristics. Comparison groups are recreated each year to account for changes in demographics which may occur. They are used for all group statistics reported on campus AEIS reports and the School Report Cards. Comparable Improvement is not determined for campuses evaluated under the optional procedures for evaluating alternative education schools.

Comparable Improvement in the Texas public school accountability system:

- is computed for TAAS reading and mathematics only, using students who can be matched by their student identification information to their results from a prior school year;
- is a campus measure only; and
- is used for Additional Acknowledgment, TSSAS awards, AEIS reports, and School Report Cards.

Background

Comparable Improvement has been a statutory component of the accountability system since its design in 1993, but implementation was postponed until the 1995-96 school year when student-level TAAS growth measures became available.

Although the *Texas Education Code* defines the structure of the Texas public school accountability system, it delegates the operational decisions of applying such a system to the commissioner of education. Since the specifics of its definition and its application to the system are not codified, both the calculation and application of Comparable Improvement are the commissioner's responsibilities. *Texas Education Code* §39.051(c) defines Comparable Improvement and is reprinted in *Section XIV, Appendix A.*

Building Campus Comparison Groups

Characteristics Used

The characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically significant. The six campus-level characteristics used in 1998-99 are:

- percent of 1998-99 students identified as African American;
- percent of 1998-99 students identified as Hispanic;
- percent of 1998-99 students identified as White;
- percent of 1998-99 students identified as Economically Disadvantaged;
- percent of 1998-99 students identified as Limited English Proficient (LEP); and
- percent of mobile students as determined from 1997-98 cumulative attendance.

The characteristics analyzed to construct the comparison groups are defined below. Both special education and non-special education students are counted in the calculations, which are rounded to one decimal place..

Characteristics	Calculation	Data Source
Percent African American	$\frac{\text{Number of African American Students Enrolled X 100}}{\text{Students in Campus Membership}}$	1998-99 PEIMS Submission 1
Percent Hispanic	$\frac{\text{Number of Hispanic Students Enrolled X 100}}{\text{Students in Campus Membership}}$	1998-99 PEIMS Submission 1
Percent White	$\frac{\text{Number of White Students Enrolled X 100}}{\text{Students in Campus Membership}}$	1998-99 PEIMS Submission 1
Percent Economically Disadvantaged	$\frac{\text{Number of Economically Disadvantaged Students Enrolled X 100}}{\text{Students in Campus Membership}}$	1998-99 PEIMS Submission 1
Percent LEP	$\frac{\text{Number of Limited English Proficient Students Enrolled X 100}}{\text{Students in Campus Membership}}$	1998-99 PEIMS Submission 1
Percent Mobile	$\frac{\text{Students in Campus Membership* less than 83\% of Days Taught X 100}}{\text{Students in Campus Membership}}$	1997-98 PEIMS Submission 3

* *If the campus is newly opened and has no prior year membership, then the district average for percent mobile is substituted.*

How Groups Are Constructed

A unique comparison group of 40 campuses is identified for each school. The group is selected on the basis of the most dominant characteristics of the target campus. The order of dominance is determined by ranking the characteristics from highest to lowest percent. Only schools of similar type (elementary, middle, high school, or multi-level) form the selection pool.

Based on the most dominant characteristic for the target school from the six listed above, the 100 most similar campuses are selected. That group is further refined by the next most dominant feature, and so on, until 50 comparison campuses are identified. Finally, 10 campuses with the most dissimilar of the less predominant characteristics are eliminated to bring the group size to 40. Only the accountability student group characteristics — African American, Hispanic, White, and Economically Disadvantaged — are used for this final reduction from 50 to 40 campuses; the percent LEP and percent mobile students are not considered when eliminating the least predominant characteristics in this final step.

EXAMPLE:

Elementary Campus X: 19.8% Hispanic, 50.3% African American, 29.9% White, 40.4% Economically Disadvantaged, 12.0% LEP, 15.2% Mobile

Step 1: 100 elementary campuses having percentages closest to ***50.3% African American*** students are identified.

Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of ***40.4% Economically Disadvantaged***.

Step 3: 10 of the remaining 90 schools which are most distant from ***29.9% White*** students are eliminated.

Step 4: 10 of the remaining 80 schools which are most distant from ***19.8% Hispanic*** students are eliminated.

Step 5: 10 of the remaining 70 schools which are most distant from ***15.2% Mobile*** students are eliminated.

Step 6: 10 of the remaining 60 schools which are most distant from ***12.0% LEP*** students are eliminated.

Step 7: 10 of the remaining 50 schools which are most distant from 29.9% White students and / or 19.8% Hispanic students are eliminated.

The final group size is 40 schools.

How CI Groups Are Built *(cont.)*

There is no limit to the number of comparison groups of which a school may be a member. It is theoretically possible for a school to be a member of no comparison group other than its own, or all of them within a particular school type (*e.g.* high school.)

Performance Measured for Comparable Improvement

According to statute, Comparable Improvement must be calculated for assessment results only, specifically for the TAAS. Comparable Improvement measures are based on analysis of growth on the Texas Learning Index (TLI), derived from the TAAS reading and mathematics tests only which are given at grades 3 – 8, and 10 (English language only). There are no TLI values available for the Spanish versions of TAAS, administered in grades 3 – 6.

Identifying Matched Students

Growth measures based on the TLI in reading and mathematics are determined for those students who took the test(s) in the current and prior years. The methodology for identifying matched students in 1999 is detailed below. The matching is not limited by the grade level of the student in the prior year; retained as well as promoted students can be part of the set of matched students.

Grades 4 - 8

Students (non-special education and special education) tested **in English** in the spring 1999 TAAS administrations on reading and / or mathematics who:

- are in grades 4, 5, 6, 7, or 8;
- are part of the 1999 accountability subset (tested non-special education and special education students who were enrolled in the district as of October 30, 1998); and
- can be matched back to the spring 1998 TAAS administration (English language) in grades 3, 4, 5, 6, 7, or 8, *all students*, anywhere in the state.

NOTE: Although these students must be in the accountability subset in 1999, they do not have to be in the *1998* accountability subset to be matched for Comparable Improvement. Both special education and non-special education TAAS data files are searched to locate prior year results.

Grade 10

Students (non-special education and special education) tested **in English** in the spring 1999 TAAS administrations on reading and / or mathematics who:

- are in grade 10;
- are part of the 1999 accountability subset; and
- can be matched back to the spring 1997 or spring 1996 grade 8 TAAS administrations (English language), *all students*, anywhere in the state.

Grade 3

Students tested in the spring 1999 TAAS administrations on reading and mathematics in grade 3 cannot contribute to 1999 Comparable Improvement.

NOTE: Campuses without TAAS results at grades 4 - 8 or 10 are paired in order to calculate Comparable Improvement. The exception is campuses serving grades pre-kindergarten and / or kindergarten only; those schools are not required to be rated in the accountability system. (Refer to *Section VI, Special Issues and Exceptions* for details on pairing.)

Spanish TAAS

Students taking the Spanish version of the TAAS in grades 3 – 6 cannot contribute to the computation of Comparable Improvement. As there is no TLI measure for Spanish TAAS (because there is no exit-level Spanish TAAS with which to align the results), neither growth nor high-performing status can be determined for these examinees on a comparable scale to those students tested on English versions of the TAAS.

Students Included in CI

Matched students tested on TAAS in 1999 who scored less than a TLI of 85 on the prior year TAAS administration are included in the calculations of TLI growth which determine Comparable Improvement. (At exit-level, the prior year is either 1997 or 1996; for all other grades, the prior year is 1998.) These students are the basis of the calculations described in *Step 1* through *Step 3* in the subsection following.

The percent of total matched students who scored a TLI of 85 or better in the prior year is also a component of the Comparable Improvement Additional Acknowledgment criteria. See *Step 5* in the next subsection for a description of this calculation of high-performing students.

Growth on the Texas Learning Index

Comparable Improvement measures are based on analysis of TLI growth for all matched students in reading and mathematics. The measures take several steps to compute; the process begins with student-level calculations which are then aggregated to the campus level, and those results finally are analyzed within the comparison group.

Step 1: Student TLI Growth

A Texas Learning Index score is preceded by a digit representing the grade tested — 3, 4, 5, 6, 7, 8, or X (exit-level). For example, a student with a TLI mathematics score of 4-78 earned a TLI score of 78 on the 4th grade mathematics TAAS. The top and bottom end of the score range may differ from subject to subject, depending on how much easier or harder the test is at any particular administration. Within a subject, TLIs can be compared to determine the growth between test administrations.

Matched students for reading and matched students for mathematics are separately identified, and individual growth determined by subject. TLI growth calculations performed at the student level are illustrated below:

TLI Growth (Mathematics) = Current year Mathematics TLI *less* Prior Year Mathematics TLI

TLI Growth (Reading) = Current year Reading TLI *less* Prior Year Reading TLI

A TLI growth of zero means that one year's growth has occurred. A negative value means that less than one year's growth has occurred and a positive value means that more than one year's growth has occurred. Examples of the reading calculation for two sixth grade students are provided:

EXAMPLE: JILL

(6-65)	**—**	**(5-55)**	**=**	**(+10)**
Jill's performance in Spring 1999		Jill's performance in Spring 1998		TLI Growth

Although Jill did not pass reading either year (a TLI of 70 is passing), she did show more than one year's growth.

EXAMPLE: JACK

(6-75)	**—**	**(5-80)**	**=**	**(-5)**
Jack's performance in Spring 1999		Jack's performance in Spring 1998		TLI Growth

Jack, on the other hand, passed both years, but he showed negative growth.

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Step 2: Campus Average TLI Growth

For each subject, the student TLI growth values are aggregated to the campus level to create a TLI Average Growth (TAG) for each campus. The calculations, rounded to two decimal places, are illustrated below:

$$\text{TAG (Reading)} = \frac{\text{Sum of Matched Student TLI Growth Values for Reading}}{\text{Total Number of Matched Students in Reading}}$$

$$\text{TAG (Mathematics)} = \frac{\text{Sum of Matched Student TLI Growth Values for Mathematics}}{\text{Total Number of Matched Students in Mathematics}}$$

Step 3: Quartile Distribution of Growth

Within the comparison group, TAG values are ranked to determine the quartiles. Each campus is separately assigned one of the following quartile values for reading and for mathematics:

- Q1 (top 25 percent);
- Q2 (in the top 50 percent, but not in the top 25 percent);
- Q3 (in the bottom 50 percent, but not in the lowest 25 percent);
- Q4 (lowest 25 percent).

Since campuses have a comparison group of 40 schools, usually 10 will comprise each quartile. For each subject, those in Q1 are the 10 schools with the highest TAG within the group; those in Q4 are the 10 schools with the lowest TAG. The number of schools in each quartile can differ if TAG values are tied near the quartile separation points, or if some schools do not meet small numbers criteria.

Each school is assigned two quartile values — one for reading and one for mathematics — depending on where the TAG falls in the distribution of its unique set of 40 comparison schools. These are the Comparable Improvement measures for the target campus.

The quartile value of any school in a comparison group is appropriate only for that comparison group. A school which is a member of multiple comparison groups could have different quartile values for the same performance because that determination depends on the performance of the other schools in each group. Only the quartile values for the target school are used for Comparable Improvement.

Step 3 *(cont.)*

SMALL NUMBERS: A campus (either the target campus or a member of the comparison group) must have at least 10 matched students in a subject to receive a quartile value. The target campus is not assigned a quartile value when fewer than 24 campuses in the comparison group meet the minimum matched students criteria.

Other Measures

The AEIS campus Comparable Improvement report presents other TLI-based measures for each target campus and its comparison group of 40 schools. These are detailed in Steps 4 and 5.

Step 4: TLI Growth Standard

For both mathematics and reading, the percent of matched students meeting or exceeding a growth standard of five (5) TLI points is calculated and reported.

MEETING GROWTH STANDARD *(based on matched students scoring a TLI < 85 in the prior year)*

This calculation indicates what percent of those matched students tested on TAAS in 1999 and included in the TAG calculations made a specific level of growth on the TLI. The calculations, rounded to one decimal place, are illustrated below:

$$\text{Percent Meeting Growth Standard (Mathematics)} = \frac{\text{Count of Matched Students with TLI Growth Values} >= 5.0\text{, for Mathematics}}{\text{Matched Students Scoring a TLI} < 85 \text{ in Mathematics}}$$

$$\text{Percent Meeting Growth Standard (Reading)} = \frac{\text{Count of Matched Students with TLI Growth Values} >= 5.0\text{, for Reading}}{\text{Matched Students Scoring a TLI} < 85 \text{ in Reading}}$$

Step 5: High-Performing Students

For both mathematics and reading, the percent of matched students excluded from the CI growth analysis because they had a TLI at or above 85 in the prior year is calculated and reported for each target campus and its comparison group of 40 schools. This measure is a component of the Additional Acknowledgment standards for campus Comparable Improvement. See *Section IV, Acknowledgments and Recognitions* for details on the standards and criteria for acknowledgment.

Step 5 *(cont.)*

HIGH-PERFORMING STUDENTS *(based on total matched students)*

This calculation indicates the percent of total matched students who were excluded from the campus TAG calculations and Comparable Improvement analysis.

The calculations, rounded to one decimal place, are illustrated below:

$$\text{Percent of High Performing Students (Mathematics)} = \frac{\text{Count of Matched Students with a Prior Year TLI value} >= 85 \text{ for Mathematics}}{\text{Total Number of Matched Students in Mathematics}}$$

$$\text{Percent of High Performing Students (Reading)} = \frac{\text{Count of Matched Students with a Prior Year TLI value} >= 85 \text{ for Reading}}{\text{Total Number of Matched Students in Reading}}$$

Rationale for Exclusions

The Texas Learning Index upon which Comparable Improvement is based is least sensitive to exceptionally high or low performance. This is a direct consequence of the criterion-based design of the TAAS program. Criterion-referenced tests are constructed to determine an individual's level of performance on specific content. Examinees pass or fail a criterion-referenced test. In contrast, norm-referenced tests are designed to determine where a person stands relative to a population of examinees on the content being tested.

Because criterion-referenced tests are not designed to measure the full extent of one's skills or knowledge, there are inherent "floors" and "ceilings" in the scores one can obtain. Therefore, growth measures when overall performance is exceptionally high or low are likely not very reliable indicators of either performance problems or improvement.

- **HIGH PERFORMERS.**
  Growth for students scoring a TLI of 85 or above in the first year of the comparison is difficult to measure; therefore the performance of these students is excluded from the calculation of campus average TAGs. Statewide, average TLI growth between 1995 and 1997 was negative when the prior year score was 85 or above. Exclusion of these high performers should increase the average TLI growth for campuses.

- **LOW PERFORMERS.**
  To address the measurement problems of the lowest performing students, matched students receiving the minimum possible score in either year are excluded from the CI analysis. This action impacts very few students; in 1998, fewer than 400 out of 1.1 million scores in each subject were excluded.

1999 Comparable Improvement Reports

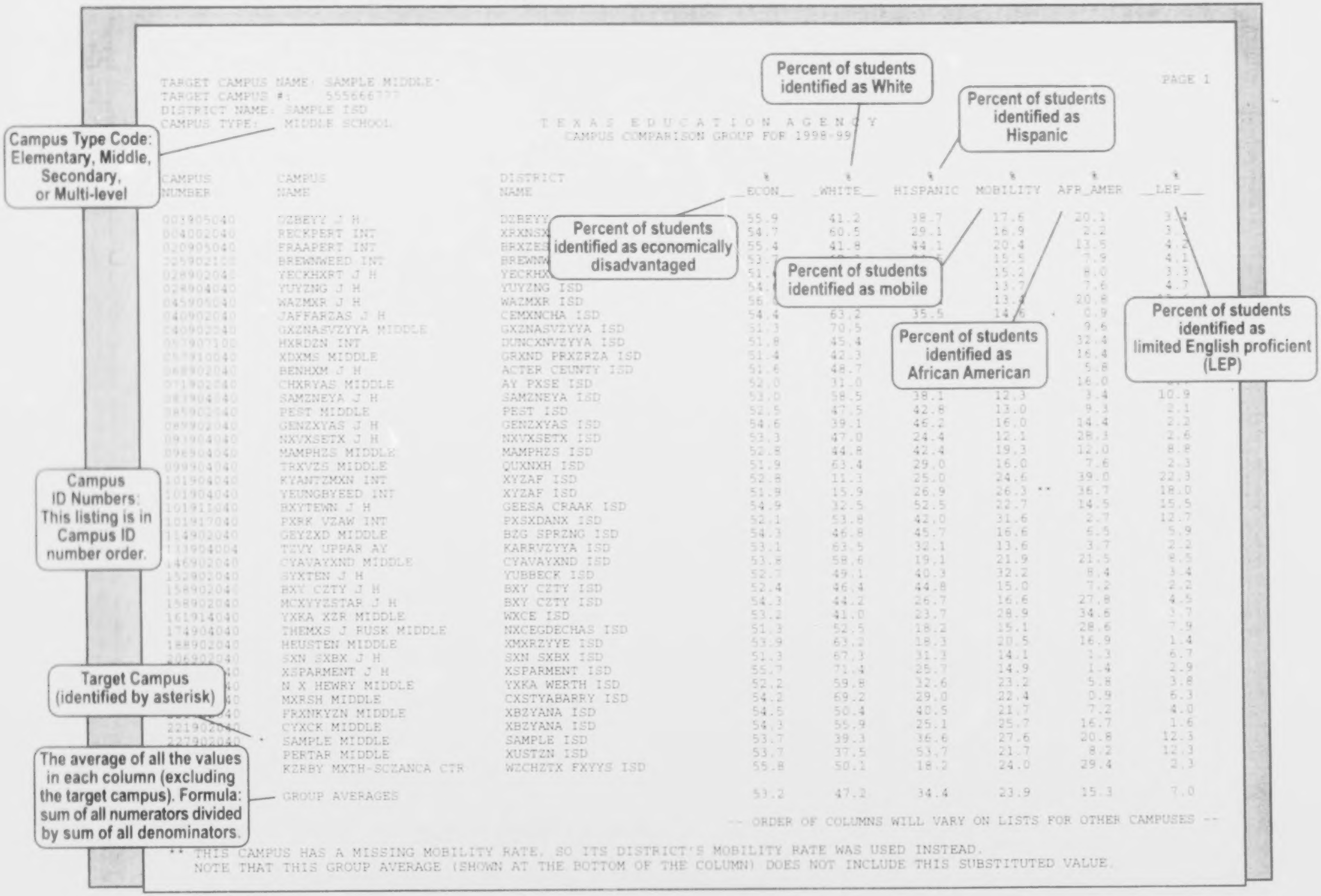
A Comparable Improvement report is included with each campus AEIS report transmitted in the fall. The report includes two pages of information: the demographic characteristics used to determine the comparison groups, and the TLI growth measures. Samples of these reports are included for illustration on pages 43-44.

Acknowledgment on Comparable Improvement in Reading and Mathematics will be printed:

- on campus data tables provided with the ratings release;
- on the cover page of the campus AEIS reports; and.
- on page 2 of the corresponding CI report.

All of the data supporting the acknowledgment are printed only on the campus CI report, published in October. However, these reports will be posted to the TEA website concurrent with the 1999 ratings and acknowledgments.

Sample 1999 CI Report: Page 1 - Demographic Characteristics



TARGET CAMPUS NAME: SAMPLE MIDDLE
TARGET CAMPUS #: 555666777
DISTRICT NAME: SAMPLE ISD
CAMPUS TYPE: MIDDLE SCHOOL

PAGE 1

TEXAS EDUCATION AGENCY
CAMPUS COMPARISON GROUP FOR 1998-99

CAMPUS NUMBER		CAMPUS NAME	DISTRICT NAME	% ECON	% WHITE	% HISPANIC	% MOBILITY	% AFR_AMER	% LEP
003905040		DZBEYZ J H	DZBEYY	55.9	41.2	38.7	17.6	20.1	3.4
004002040		RECKPERT INT	XRXNSX	54.7	60.5	29.1	16.9	2.2	[illegible]
020905040		FRAAPERT INT	BRXZES	55.4	41.8	44.1	20.4	13.5	4.2
025902100		BREWNWEED INT	BREWNW	53.7	[illegible]	[illegible]	15.5	7.9	4.1
028902040		YECKHXRT J H	YECKHX	[illegible]	[illegible]	[illegible]	15.2	8.0	3.3
028904040		YUYZNG J H	YUYZNG ISD	[illegible]	[illegible]	[illegible]	13.7	7.6	4.7
045905040		WAZMXR J H	WAZMXR ISD	[illegible]	[illegible]	[illegible]	[illegible]	20.8	[illegible]
040902040		JAFFARZAS J H	CEMXNCHA ISD	54.4	63.2	35.5	14.6	0.9	[illegible]
040902040		GXZNASVZYYA MIDDLE	GXZNASVZYYA ISD	51.3	70.5	[illegible]	[illegible]	9.6	[illegible]
057907100		HXRDZN INT	DUNCXNVZYYA ISD	51.8	45.4	[illegible]	[illegible]	32.4	[illegible]
057910040		XDXMS MIDDLE	GRXND PRXZRZA ISD	51.4	42.3	[illegible]	[illegible]	16.4	[illegible]
068902040		BENHXM J H	ACTER CEUNTY ISD	51.6	48.7	[illegible]	[illegible]	5.8	[illegible]
071902040		CHXRYAS MIDDLE	AY PXSE ISD	52.0	31.0	[illegible]	[illegible]	16.0	[illegible]
083904040		SAMZNEYA J H	SAMZNEYA ISD	53.0	58.5	38.1	12.3	3.4	10.9
085902040		PEST MIDDLE	PEST ISD	52.5	47.5	42.8	13.0	9.3	2.1
089902040		GENZXYAS J H	GENZXYAS ISD	54.6	39.1	46.2	16.0	14.4	2.2
093904040		NXVXSETX J H	NXVXSETX ISD	53.3	47.0	24.4	12.1	28.3	2.6
096904040		MAMPHZS MIDDLE	MAMPHZS ISD	52.8	44.8	42.4	19.3	12.0	8.8
099904040		TRXVZS MIDDLE	QUXNXH ISD	51.9	63.4	29.0	16.0	7.6	2.3
101904040		KYANTZMXN INT	XYZAF ISD	52.8	11.3	25.0	24.6	39.0	22.3
101904040		YEUNGBYEED INT	XYZAF ISD	51.9	15.9	26.9	26.3 **	36.7	18.0
101911040		BXYTEWN J H	GEESA CRAAK ISD	54.9	32.5	52.5	22.7	14.5	15.5
101917040		PXRK VZAW INT	PXSXDANX ISD	52.1	53.8	42.0	31.6	2.7	12.7
114902040		GEYZXD MIDDLE	BZG SPRZNG ISD	54.3	46.8	45.7	16.6	6.5	5.9
133904004		TZVY UPPAR AY	KARRVZYYA ISD	53.1	63.5	32.1	13.6	3.7	2.2
146902040		CYAVAYXND MIDDLE	CYAVAYXND ISD	53.8	58.6	19.1	21.9	21.5	8.5
152902040		SYXTEN J H	YUBBECK ISD	52.7	49.1	40.3	32.2	8.4	3.4
158902040		BXY CZTY J H	BXY CZTY ISD	52.4	46.4	44.8	15.0	7.2	2.2
158902040		MCXYYZSTAR J H	BXY CZTY ISD	54.3	44.2	26.7	16.6	27.8	4.5
161914040		YXKA XZR MIDDLE	WXCE ISD	53.2	41.0	23.7	28.9	34.6	3.7
174904040		THEMXS J RUSK MIDDLE	NXCEGDECHAS ISD	51.3	52.5	18.2	15.1	28.6	7.9
188902040		HEUSTEN MIDDLE	XMXRZYYE ISD	53.9	63.2	18.3	20.5	16.9	1.4
206902040		SXN SXBX J H	SXN SXBX ISD	51.3	67.3	31.3	14.1	1.3	6.7
[illegible]		XSPARMENT J H	XSPARMENT ISD	55.7	71.4	25.7	14.9	1.4	2.9
[illegible]		N X HEWRY MIDDLE	YXKA WERTH ISD	52.2	59.8	32.6	23.2	5.8	3.8
[illegible]		MXRSH MIDDLE	CXSTYABARRY ISD	54.2	69.2	29.0	22.4	0.9	6.3
[illegible]		FRXNKYZN MIDDLE	XBZYANA ISD	54.5	50.4	40.5	21.7	7.2	4.0
221902040		CYXCK MIDDLE	XBZYANA ISD	54.3	55.9	25.1	25.7	16.7	1.6
227902040	*	SAMPLE MIDDLE	SAMPLE ISD	53.7	39.3	36.6	27.6	20.8	12.3
[illegible]		PERTAR MIDDLE	XUSTZN ISD	53.7	37.5	53.7	21.7	8.2	12.3
[illegible]		KZRBY MXTH-SCZANCA CTR	WZCHZTX FXYYS ISD	55.8	50.1	18.2	24.0	29.4	2.3
		GROUP AVERAGES		53.2	47.2	34.4	23.9	15.3	7.0

-- ORDER OF COLUMNS WILL VARY ON LISTS FOR OTHER CAMPUSES --

** THIS CAMPUS HAS A MISSING MOBILITY RATE, SO ITS DISTRICT'S MOBILITY RATE WAS USED INSTEAD.
NOTE THAT THIS GROUP AVERAGE (SHOWN AT THE BOTTOM OF THE COLUMN) DOES NOT INCLUDE THIS SUBSTITUTED VALUE.

Campus Type Code: Elementary, Middle, Secondary, or Multi-level

Campus ID Numbers: This listing is in Campus ID number order.

Target Campus (identified by asterisk)

The average of all the values in each column (excluding the target campus). Formula: sum of all numerators divided by sum of all denominators.

Percent of students identified as economically disadvantaged

Percent of students identified as White

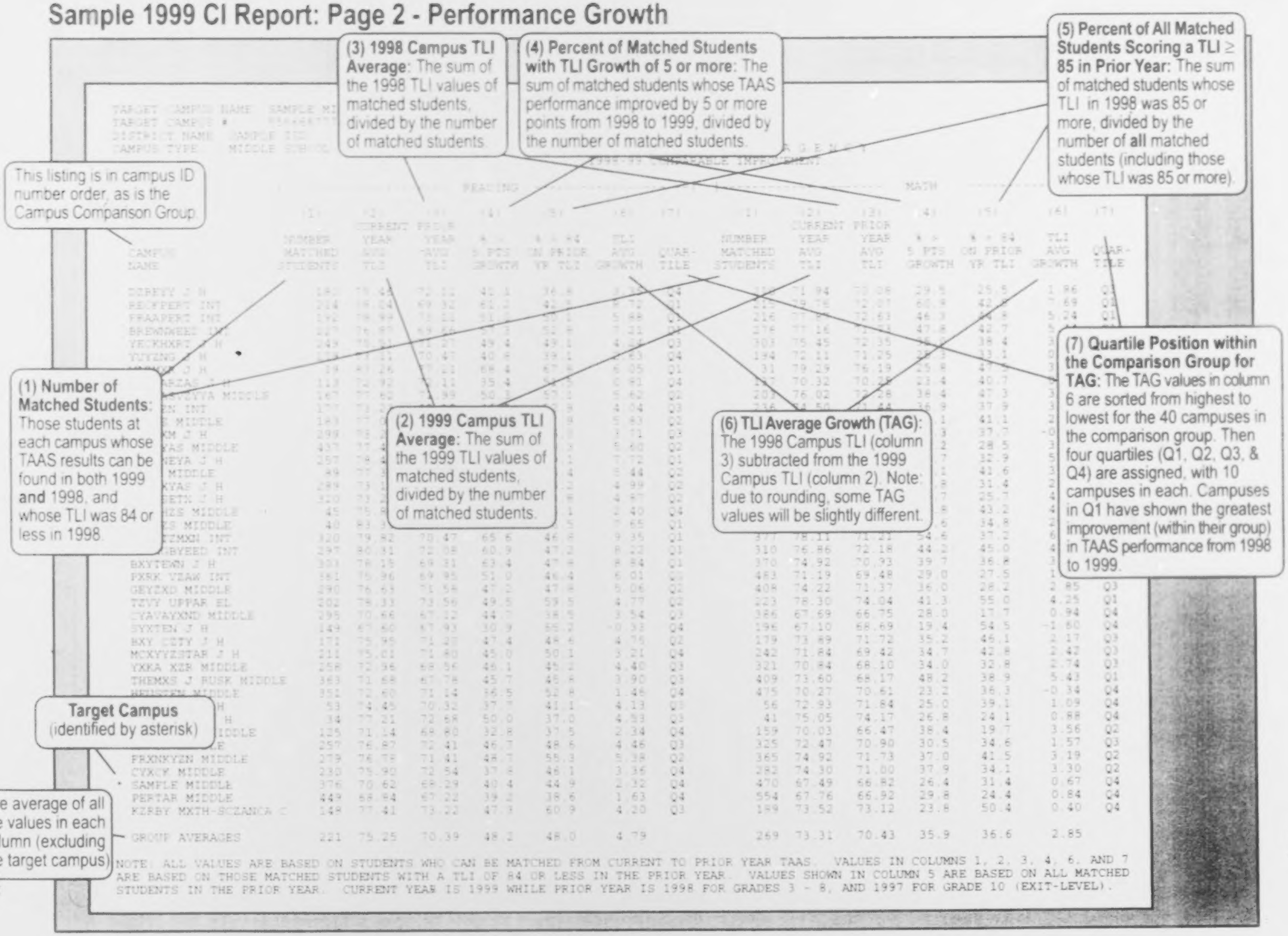
Percent of students identified as Hispanic

Percent of students identified as mobile

Percent of students identified as African American

Percent of students identified as limited English proficient (LEP)

Sample 1999 CI Report: Page 2 - Performance Growth



(3) 1998 Campus TLI Average: The sum of the 1998 TLI values of matched students, divided by the number of matched students.

(4) Percent of Matched Students with TLI Growth of 5 or more: The sum of matched students whose TAAS performance improved by 5 or more points from 1998 to 1999, divided by the number of matched students.

(5) Percent of All Matched Students Scoring a TLI ≥ 85 in Prior Year: The sum of matched students whose TLI in 1998 was 85 or more, divided by the number of **all** matched students (including those whose TLI was 85 or more).

This listing is in campus ID number order, as is the Campus Comparison Group.

(1) Number of Matched Students: Those students at each campus whose TAAS results can be found in both 1999 **and** 1998, and whose TLI was 84 or less in 1998.

(2) 1999 Campus TLI Average: The sum of the 1999 TLI values of matched students, divided by the number of matched students.

(6) TLI Average Growth (TAG): The 1998 Campus TLI (column 3) subtracted from the 1999 Campus TLI (column 2). Note: due to rounding, some TAG values will be slightly different.

(7) Quartile Position within the Comparison Group for TAG: The TAG values in column 6 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned, with 10 campuses in each. Campuses in Q1 have shown the greatest improvement (within their group) in TAAS performance from 1998 to 1999.

Target Campus (identified by asterisk)

The average of all the values in each column (excluding the target campus)

GROUP AVERAGES 221 75.25 70.39 48.2 48.0 4.79 269 73.31 70.43 35.9 36.6 2.85

NOTE: ALL VALUES ARE BASED ON STUDENTS WHO CAN BE MATCHED FROM CURRENT TO PRIOR YEAR TAAS. VALUES IN COLUMNS 1, 2, 3, 4, 6, AND 7 ARE BASED ON THOSE MATCHED STUDENTS WITH A TLI OF 84 OR LESS IN THE PRIOR YEAR. VALUES SHOWN IN COLUMN 5 ARE BASED ON ALL MATCHED STUDENTS IN THE PRIOR YEAR. CURRENT YEAR IS 1999 WHILE PRIOR YEAR IS 1998 FOR GRADES 3 - 8, AND 1997 FOR GRADE 10 (EXIT-LEVEL).

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Section VI – Special Issues and Exceptions

Although most district and campus accountability ratings can be determined through Standard Analysis – the rating criteria detailed in *Section III, 1999 Accountability Rating Criteria and Standards* – there are special circumstances which require a closer examination. Accommodating the diversity of Texas public schools increases the complexity of the accountability system, but it also increases the fairness of the ratings ultimately assigned. This section also describes the routine data analyses conducted before applying the accountability system criteria and standards.

Identifying Who Needs Special Treatment

Ratings

Districts and campuses may require special treatment with respect to ***accountability ratings*** if one of the following circumstances applies:

- there are fewer than 30 total students tested, and after undergoing Standard Analysis, the accountability rating is *Academically Unacceptable / Low-performing, Recognized*, or *Exemplary*;
- the campus meets the criteria for a non-traditional school; or
- the campus has no TAAS results.

Only those districts and campuses falling into one of the categories given above are affected by the special issues and exceptions examined in this section.

Comparable Improvement

With respect to ***Comparable Improvement***, campuses are not evaluated if one of the following circumstances applies:

- the number of matched students for the campus is less than 10; or
- there are fewer than 24 campuses with 10 or more matched students in the 40-school comparison group.

Campuses Not Rated in 1999

In 1999, there are several circumstances under which a campus is not rated under the standard accountability procedures. These are schools where:

- the grades served are kindergarten or below, and the campus is unpaired [*Not Rated*];
- all students are served in special education programs and none are tested on TAAS [*these schools are evaluated through special programs district effectiveness and compliance review*];
- the campus is an alternative education school and is approved for Optional Evaluation; [*See the discussion on Alternative Education later in this section and the* ***1998-99 Alternative Education Accountability Procedures***]; or
- the school is a charter school operating for the first time as a charter during the 1998-99 school year.

Also, a campus opening mid-year, or closing mid-year, will not receive an accountability rating for the year in which it opens or closes. In practice this means that a rating is determined for all campuses with student enrollment reported on 1998-99 PEIMS Submission 1 and with TAAS results from the spring administration. However, the district rating will be based on TAAS results for all students who were enrolled in the district as of October 30, 1998, regardless of which schools they attended within the district at the time of testing.

Campus ID Changes

In a given year, districts may need to change one or more of their campus identification numbers, the unique 9-digit county-district-campus numbers (CDC), due to closing old schools, opening new schools, or changing the grade span or population served of an existing school. The Texas Education Agency's data system can accommodate these events; however, it does not track these organizational changes over time. Unintended consequences can occur when districts "recycle" campus ID numbers. Because two-year performance changes are a component of the accountability rating system, comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation:

> **EXAMPLE:** A campus served grades 7 and 8 in 1998, but in 1999, serves as a 6th grade center. The district did not request a new campus number for the new configuration. Instead, the same CDC number used in 1998 was maintained. Therefore, in 1999 when the agency is calculating Required

Campus ID Changes *(cont.)*

Improvement or gain for monetary awards for that campus, grade 6 performance is compared with the prior year's grade 7 and 8 performance.

The decision to change a campus number is a local one; however, districts should exercise caution in requesting new numbers and in continuing to use existing numbers when the student population or the grades offered change. **Districts are strongly encouraged to request new campus numbers when school organizational configurations change dramatically**. The TEA Division of Customer Assistance and Training can assist in establishing new, or retiring old, campus numbers.

Small Numbers of Students

Districts and campuses with small numbers of students present a special challenge to the accountability system. There are two types of small numbers situations. One is small numbers of students within a group, *e.g.*, few African American test takers in reading. (The minimums used are provided in previous sections.) The second is small numbers of total students, that is, few total students tested or few total students in grades 7-12.

Special Analysis

Districts and campuses with small numbers of total students present special challenges regarding the stability of the data as well as the confidentiality of student performance. While all districts and campuses are initially rated under standard evaluation, these small districts and campuses are subject to Special Analysis under the circumstances specified below. If Special Analysis is necessary, only total student performance is examined.

- If standard evaluation indicates that a rating of *Exemplary* or *Recognized* may be appropriate, then Special Analysis is conducted when there are fewer than 30 total students tested in two or more TAAS subject areas.
- If standard evaluation indicates that a rating of *Academically Unacceptable / Low-performing* may be appropriate, then Special Analysis is conducted only on the indicator(s) with fewer than 30 total students tested which caused the district / campus to be considered *Academically Unacceptable / Low-performing*.

NOTE: When standard evaluation results in a rating of *Academically Acceptable / Acceptable*, no further analysis is performed, even if the district or campus has fewer than 30 students tested in one or more subjects of the TAAS (summed across all grades tested).

Special Analysis *(cont)*

METHODOLOGY FOR SPECIAL ANALYSIS

Special Analysis to determine accountability ratings consists of analyzing trends in performance since 1994 by reviewing past AEIS reports and cumulative TAAS passing rates over that time. Professional judgment is used to determine if current performance is an aberration or an indication of consistent performance. Final ratings are then assigned.

Pairing Campuses

Identifying Campuses

Accountability Ratings

All schools in the state serving grades 1-12 must receive an accountability rating. Beginning in 1994, campuses with no TAAS values due to grade span served were incorporated into the accountability system by having districts choose another campus within the same district with which to pair for accountability purposes. The schools share TAAS data.

When determining the performance rating of the paired school, any indicator data that are available for the school are analyzed. For example, the attendance rate and dropout rates for a school with grades 11-12 are used in conjunction with the TAAS data from its "pair" to arrive at a rating for that 11-12 school.

Districts will have the opportunity to reaffirm prior pairing decisions and to provide new information by completing special data entry screens on the Texas Education Agency's website. (See samples on pages 49-50.) All superintendents whose districts have schools serving grades higher than kindergarten, but not grades with TAAS data, *i.e.*, grades 1, 2, 9, 11, or 12, will receive instructions on how to access this application on-line. Pairing for Comparable Improvement can also be updated through this application. Districts will be sent the instructions in March, with a due date for completion of April 30, 1999.

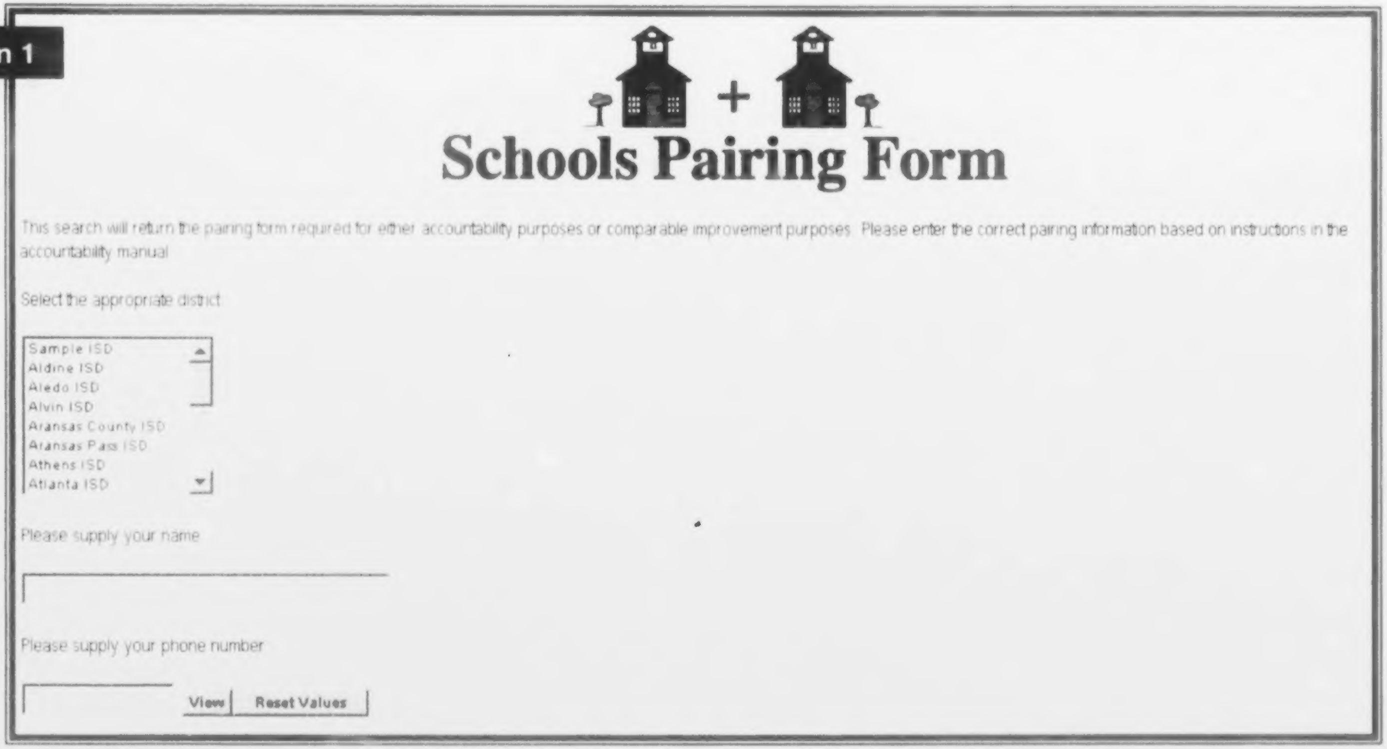
NEW!

Comparable Improvement

Without pairing, Comparable Improvement cannot be calculated for those schools with a high grade of 3. While these schools have current year TAAS results for grade 3, there are no prior year results for matching because TAAS is not administered at grade 2. For CI, these schools must also be paired. The new web-based application will request a pairing partner for any schools with a high grade of 3. Campus pairings used for accountability ratings are used for Comparable Improvement as well.

Sample 1999 Paired Schools Data Entry Application *(3 on-line screens)*

Screen 1



Schools Pairing Form

This search will return the pairing form required for either accountability purposes or comparable improvement purposes Please enter the correct pairing information based on instructions in the accountability manual

Select the appropriate district

Sample ISD
Aldine ISD
Aledo ISD
Alvin ISD
Aransas County ISD
Aransas Pass ISD
Athens ISD
Atlanta ISD

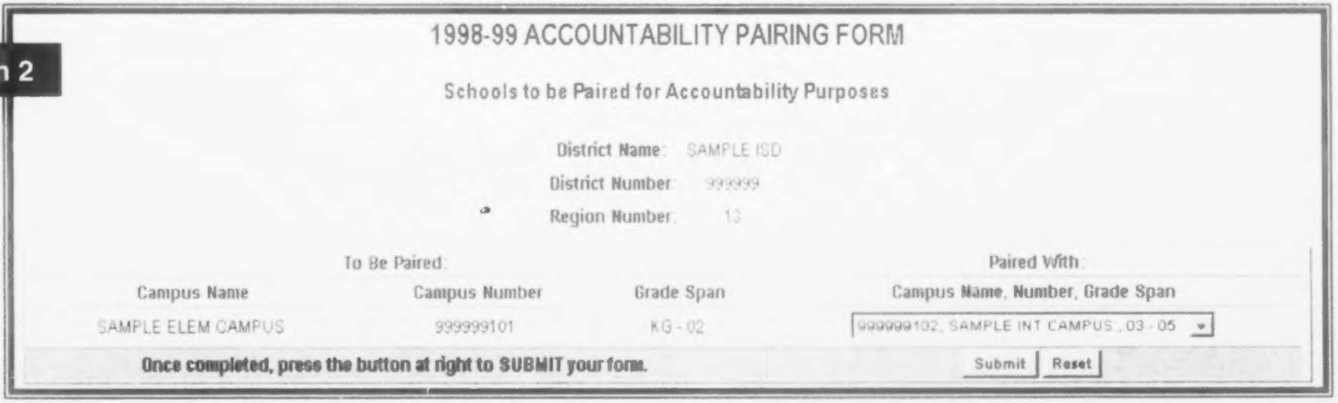
Please supply your name

Please supply your phone number

View
Reset Values

Sample 1999 Paired Schools Data Entry Application *(3 on-line screens)*

Screen 2



1998-99 ACCOUNTABILITY PAIRING FORM

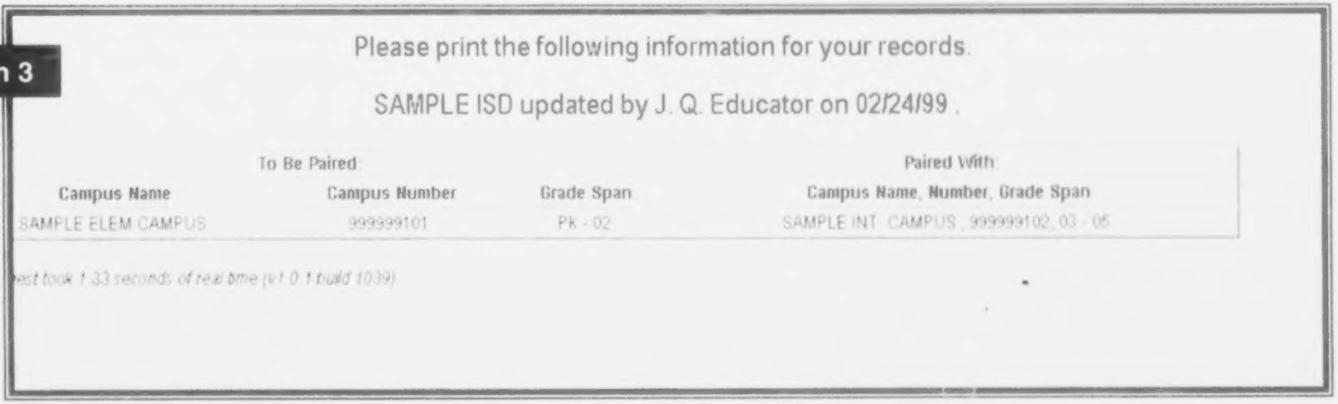
Schools to be Paired for Accountability Purposes

District Name: SAMPLE ISD
District Number: 999999
Region Number: 13

To Be Paired:			Paired With:
Campus Name	**Campus Number**	**Grade Span**	**Campus Name, Number, Grade Span**
SAMPLE ELEM CAMPUS	999999101	KG - 02	999999102, SAMPLE INT CAMPUS , 03 - 05 ▾

Once completed, press the button at right to SUBMIT your form.

Screen 3



Please print the following information for your records.

SAMPLE ISD updated by J. Q. Educator on 02/24/99 .

To Be Paired:			Paired With:
Campus Name	**Campus Number**	**Grade Span**	**Campus Name, Number, Grade Span**
SAMPLE ELEM CAMPUS	999999101	PK - 02	SAMPLE INT. CAMPUS , 999999102, 03 - 05

est took 1.33 seconds of real time (v1.0.1 build 1039)

Pairing Guidelines

The following guidelines for pairing campuses apply:

- In general, a campus needs to be paired if it does not serve any grade at which TAAS is administered. A campus serving grades K – 2 only, grade 9 only, or grades 11 – 12 only are examples of campuses that need to be paired.
- Districts will make the decisions regarding pairing and will inform the state.
- Paired schools must have a "feeder" relationship and the grades should be contiguous. For example, a K – 2 school should be paired with the 3 – 5 school that accepts its students into 3rd grade. A 9th grade center may be paired with either a high school serving grades 10 – 12, or the feeder middle school.
- Some different types of multiple pairings are possible:
  - If several K – 2 schools "feed" the same 3 – 5 school, all of the K – 2 schools may be paired with that 3-5 school.
  - If a K – 2 school "feeds" several 3 – 5 schools, only one 3 – 5 school may be selected. In this case, the district should make the best choice based on local criteria.
- Districts may change pairings from year to year; however, these changes should be based on reasonable justification (*e.g.*, change in attendance zones affecting feeder patterns). Be aware that any prior year performance will be calculated using the pairing relationships in place for the year in question. Thus, additional performance requirements such as Required Improvement will be calculated with data based on the two different pairings.

Non-Traditional Schools

Charter Schools

By statute, the State Board of Education is authorized to charter 120 open-enrollment schools across the state, and an unlimited number of charter schools designed to serve only at-risk students. As of November 1998, the board had authorized 159 charters, of which 55 were in operation serving an estimated 11,520 students. Those which were in operation during 1997-98 will receive a 1999 accountability rating. Schools operating for the first time as a charter in the 1998-99 school year will be evaluated for the first time in the 2000 rating cycle.

Charter Schools *(cont.)*

The evaluation of charter schools results in stand-alone ratings; performance results of students in these schools do not impact the ratings of any non-charter public school district or school. Currently, charter schools are evaluated at the school-level only; they do not receive a district rating even if the charter operates multiple schools. Charter schools may participate in the optional procedures for evaluating alternative education schools if they meet the qualifications for that system.

Alternative Education Schools

As previously mentioned, all schools in the state serving grades 1 – 12 must receive a campus rating; however, the accountability system recognizes that some schools offering an alternative program may need to be evaluated under different criteria than regular campuses. Alternative education campuses have two choices for evaluation:

- STANDARD EVALUATION.
  If an alternative education school either chooses not to seek or is not approved for optional evaluation, then the campus is evaluated against the same standards and criteria as regular schools. If the rating earned is at least *Acceptable*, the campus can be considered for a statutorily authorized award program.

- OPTIONAL EVALUATION.
  A campus organized as an alternative education school may choose to be evaluated under different performance standards and indicators than those used for regular campuses. The development of standards, methodology, and criteria for the optional evaluation of alternative education schools is the responsibility of the Division of Accountability Development and Support in the Department of Accountability and School Accreditation. Districts conduct self-evaluations against approved criteria; these are then analyzed by agency staff against the approved performance objectives.

  Schools which have chosen the Optional Evaluation and have sufficient students will receive a rating of either *Alternative Education: Acceptable* or *Alternative Education: Needs Peer Review.* Schools receiving the *Needs Peer Review* rating will receive on-site peer review visits over the next school year. Alternative education campuses with fewer than five students will receive a rating of *Alternative Education: Not Rated.* Refer to the ***1998-99 Alternative Education Accountability Procedures*** for detailed information about rating alternative education schools.

With the exception of privately operated residential treatment centers, performance data for all schools in a district will be included in the district analysis, regardless of whether the alternative education school(s) was evaluated under the standard or optional criteria.

Residential Treatment Centers

Performance results for students served at privately operated residential treatment centers are used to determine a campus rating (standard or optional evaluation), but **are not** used to determine the accountability rating of the reporting district, if the approved facility serves students from multiple districts. The list of these schools is derived from information provided to the Division of Accountability Development and Support on the 1998-99 Alternative Campus Registration Form.

Shared Services Arrangements

In 1999, performance results (TAAS results, reported dropouts, and attendance rates) for students reported at schools operated by a shared services arrangement **do** affect the district accountability rating of the reporting district.

Beginning in 1997-98, each district participating in these arrangements was asked by the agency to establish an ID number for a "virtual campus" and then to attribute all information pertaining to long-term students (at least 90 days of consecutive instruction) to that campus number. Therefore, each district is responsible for reporting its own students.

Juvenile Justice Alternative Education Programs

Performance results of students served in juvenile justice alternative education programs (JJAEPs) **do** affect district and campus accountability ratings. Districts affected by this type of facility should, to the best of their ability, determine the disposition of students served so that they may appropriately report student-level data for accountability purposes.

For counties with a population of 125,000 or more, *Texas Education Code* §37.011(h) requires that a student enrolled at the JJAEP be reported as if the student were at his / her regularly assigned campus and education program. Smaller counties may establish JJAEPs, but are not required by statute to do so. Each district that sends students to a JJAEP is responsible for attributing attendance and dropout status according to the *PEIMS Data Standards*, and TAAS performance according to the published TAAS testing guidelines. These data affect the accountability ratings of the sending district and campus.

Procedures for evaluating the educational performance of JJAEPs in large counties are by statute the responsibility of the Texas Juvenile Probation Commission.

Year-Round Education Schools

Schools and districts operating in year-round education (YRE) settings have the option of testing later in the calendar year to accommodate differences in days of instruction. For school year 1998-99, approximately 17,500 students are expected to be tested in the optional TAAS administration. The number tested in this optional administration has been consistently declining over the past several years.

Alternative TAAS Testing Dates

Optional test administrations are scheduled for March 23, 1999 (writing) and June 1 – 4, 1999 (reading, mathematics, science, and social studies) to better equalize the days of instruction received prior to testing. Requests to test in other weeks in June are considered on a case-by-case basis for schools where the scheduled testing date conflicts with intersession dates, multi-tracking, or the first week back from intersession.

Schools can select the alternate testing dates if the difference in the number of instructional days between year-round education and traditional calendar students is more than 15 days at the time of the standard administrations.

Rating Release Date

Beginning in 1999, the ratings release date for schools operating on a year-round calendar will be the same as for those operating on a traditional calendar. However, these districts will receive their TAAS results for accountability from the test contractor only shortly in advance of the ratings release.

Alternative education campuses operating on a year-round calendar and participating in the alternative accountability procedures must follow the same reporting timelines to the Division of Accountability Development and Support as do alternative education campuses operating on traditional calendars. Ratings for all alternative education schools are finalized on the same day as for regular schools, August 16, 1999.

Section VII – Using the 1999 Accountability Data Tables

This section is included to help educators determine their accountability status by using the data tables provided to districts by the Texas Education Agency and the test contractor for the student assessment program.

Local Use

Superintendents receive accountability data tables for the district and all rated campuses twice over the rating cycle. Prior to the August release date, partial data tables are transmitted from both TEA and the testing contractor. In mid-June, TEA sends to each district and campus a partial data table containing the dropout rates, attendance rate, college admissions test results, and TAAS / TASP equivalency results to be used in the accountability system. This table is labeled "Part I." The test contractor sends district and campus TAAS results for the accountability subset of test takers, summed across all grades tested, for reading, writing, and mathematics. This data table, labeled "Part II," is transmitted in mid-June for traditional calendar schools, or early August for year-round calendar schools. The Part II data table will include the number of students, if any, credited to the school or district due to meeting the testing requirement for graduation by passing end-of-course examinations.

Using these data and the *1999 Accountability Manual*, ratings and acknowledgments other than those based on Comparable Improvement can be locally determined in advance of the TEA ratings release. When ratings and acknowledgments are released by the agency, a complete data table combining the elements of Parts I and II for each district and campus is transmitted to districts for their use.

Educators are encouraged to use these data tables in local planning efforts. **Note that accountability data tables may be confidential because no small numbers have been masked in order to permit districts and campuses to calculate accurate rates.** Typically in other TEA publications and reports, counts less than five are masked to protect student identities. Districts and campuses should consider student confidentiality implications before releasing the data tables publicly. TEA does not release accountability data tables with unmasked numbers to the public. Masked data tables will be posted to the TEA website in August.

Local Use *(cont.)*

Recall, that beginning in 1999, any district or school that serves grade 10 and has students who have met the testing requirement for graduation by passing end-of-course (EOC) examinations can receive credit for those students in their accountability testing results. Thus, the TAAS passing percents contained in the data tables for those schools and districts will reflect the combination of TAAS test takers as well as the students for whom EOC credit is awarded. NEW!

1999 Accountability Ratings Data Tables

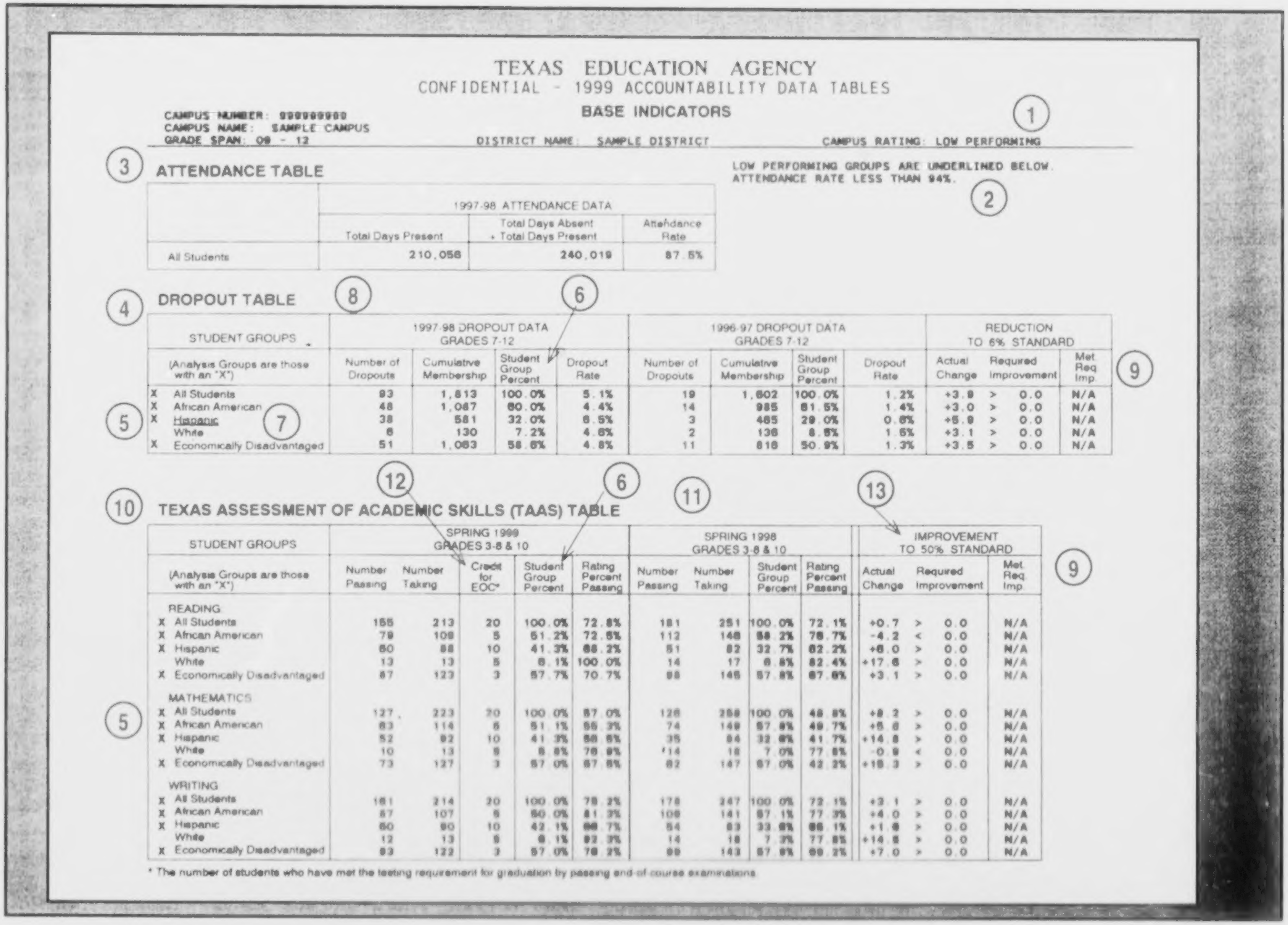
This section is designed to help readers interpret the information contained in the data tables. A sample 1999 campus accountability data table for Base Indicators is provided on page 57 to illustrate the types of information provided. The sample illustrates a hypothetical *Low-performing* campus and has been designed to maximize illustration of the information which can be provided on the tables.

① **ACCOUNTABILITY RATING**: The complete data table transmitted on the ratings release date will provide the district or campus rating as appropriate. Partial data tables (Parts I and II) transmitted before the August release date do not include an accountability rating. Possible ratings for districts are: *Exemplary, Recognized, Academically Acceptable, Academically Unacceptable, Charter*, and *Unacceptable: Special Accreditation Investigation*. Possible ratings for campuses are: *Exemplary, Recognized, Acceptable, Low-performing, Not Rated, Alternative Education: Acceptable, Alternative Education: Needs Peer Review, and Alternative Education: Not Rated*. A *Delayed* rating can be issued in the event of a significant data problem or investigation.

② **EXPLANATION OF RATING**: Any information appropriate to the determination of the rating is provided on the complete data tables. When the rating is *Academically Unacceptable / Low-performing*, the performance indicators responsible for the rating are underlined. For other ratings, special notes or comments are provided as appropriate. Partial data tables (Parts I and II) transmitted before the August release date do not include this information. The possible messages on the complete data tables are:

- LOW-PERFORMING GROUPS ARE UNDERLINED BELOW.
- (SPECIAL ANALYSIS USED.)
- THE SINGLE STUDENT GROUP DROPOUT WAIVER HAS BEEN APPLIED, NOTED WITH 'W' BELOW.
- ATTENDANCE RATE LESS THAN 94%.

Sample 1999 Accountability Data Table



TEXAS EDUCATION AGENCY
CONFIDENTIAL - 1999 ACCOUNTABILITY DATA TABLES
BASE INDICATORS ①

CAMPUS NUMBER: 999999999
CAMPUS NAME: SAMPLE CAMPUS
GRADE SPAN: 09 - 12
DISTRICT NAME: SAMPLE DISTRICT
CAMPUS RATING: LOW PERFORMING

LOW PERFORMING GROUPS ARE UNDERLINED BELOW.
ATTENDANCE RATE LESS THAN 94%. ②

③ **ATTENDANCE TABLE**

	1997-98 ATTENDANCE DATA		
	Total Days Present	Total Days Absent + Total Days Present	Attendance Rate
All Students	210,058	240,019	87.5%

④ **DROPOUT TABLE** ⑧ ⑥

STUDENT GROUPS	1997-98 DROPOUT DATA GRADES 7-12				1996-97 DROPOUT DATA GRADES 7-12				REDUCTION TO 6% STANDARD			
(Analysis Groups are those with an "X")	Number of Dropouts	Cumulative Membership	Student Group Percent	Dropout Rate	Number of Dropouts	Cumulative Membership	Student Group Percent	Dropout Rate	Actual Change		Required Improvement	Met Req Imp. ⑨
X All Students	93	1,813	100.0%	5.1%	19	1,602	100.0%	1.2%	+3.9	>	0.0	N/A
X African American	48	1,087	60.0%	4.4%	14	985	61.5%	1.4%	+3.0	>	0.0	N/A
⑤ X Hispanic ⑦	38	581	32.0%	6.5%	3	465	29.0%	0.6%	+5.9	>	0.0	N/A
White	6	130	7.2%	4.6%	2	136	8.5%	1.5%	+3.1	>	0.0	N/A
X Economically Disadvantaged	51	1,063	58.6%	4.8%	11	816	50.9%	1.3%	+3.5	>	0.0	N/A

⑩ **TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) TABLE** ⑫ ⑥ ⑪ ⑬

STUDENT GROUPS	SPRING 1999 GRADES 3-8 & 10					SPRING 1998 GRADES 3-8 & 10				IMPROVEMENT TO 50% STANDARD			
(Analysis Groups are those with an "X")	Number Passing	Number Taking	Credit for EOC*	Student Group Percent	Rating Percent Passing	Number Passing	Number Taking	Student Group Percent	Rating Percent Passing	Actual Change		Required Improvement	Met Req. Imp. ⑨
READING													
X All Students	155	213	20	100.0%	72.8%	181	251	100.0%	72.1%	+0.7	>	0.0	N/A
X African American	79	109	5	51.2%	72.5%	112	146	58.2%	76.7%	-4.2	<	0.0	N/A
X Hispanic	60	88	10	41.3%	68.2%	51	82	32.7%	62.2%	+6.0	>	0.0	N/A
White	13	13	5	8.1%	100.0%	14	17	6.8%	82.4%	+17.6	>	0.0	N/A
X Economically Disadvantaged	87	123	3	57.7%	70.7%	98	145	57.8%	67.6%	+3.1	>	0.0	N/A
MATHEMATICS													
⑤ X All Students	127	223	20	100.0%	57.0%	126	258	100.0%	48.8%	+8.2	>	0.0	N/A
X African American	63	114	5	51.1%	55.3%	74	149	57.8%	49.7%	+5.6	>	0.0	N/A
X Hispanic	52	92	10	41.3%	56.5%	35	84	32.6%	41.7%	+14.8	>	0.0	N/A
White	10	13	5	8.5%	76.9%	14	18	7.0%	77.8%	-0.9	<	0.0	N/A
X Economically Disadvantaged	73	127	3	57.0%	57.5%	62	147	57.0%	42.2%	+15.3	>	0.0	N/A
WRITING													
X All Students	161	214	20	100.0%	75.2%	178	247	100.0%	72.1%	+3.1	>	0.0	N/A
X African American	87	107	5	50.0%	81.3%	109	141	57.1%	77.3%	+4.0	>	0.0	N/A
X Hispanic	60	90	10	42.1%	66.7%	64	83	33.6%	65.1%	+1.6	>	0.0	N/A
White	12	13	5	6.1%	92.3%	14	18	7.3%	77.8%	+14.5	>	0.0	N/A
X Economically Disadvantaged	83	122	3	57.0%	76.2%	89	143	57.8%	69.2%	+7.0	>	0.0	N/A

* The number of students who have met the testing requirement for graduation by passing end-of-course examinations.

Rating Data Table *(cont.)*

③ **ATTENDANCE DATA:** The numerator, denominator, and calculated attendance rate for grades 1 – 12 are provided. This information is derived from 1997-98 PEIMS Submission 3. (See *Section III, 1999 Accountability Rating Standards and Criteria* for details on the calculation.)

④ **DROPOUT DATA:** The number of dropouts, cumulative membership in grades 7 – 12, student group percent, and dropout rates for 1997-98 and 1996-97 are provided. In addition, the change in rates between the two years is calculated.

SINGLE STUDENT GROUP DROPOUT WAIVER: For any dropout rate to which the Single Student Group Dropout Waiver is applied, a "w" is printed to the left of the student group label. This information is provided on the complete data table only. (See *Section III, 1999 Accountability Rating Standards and Criteria* for details on this waiver.)

⑤ **ANALYSIS GROUP MARKER:** TAAS results are always evaluated for "all students", but dropout rates for "all students" and each student group, and TAAS results for each student group, are evaluated only when minimum size requirements are met. An "X" to the left of the group label indicates that performance results for that group are used to determine the accountability rating. If no "X" is printed, then the size minimum was not met and performance results for that group are not used to determine the accountability rating. (See *Section III, 1999 Accountability Rating Standards and Criteria* for details on meeting minimum size requirements.)

⑥ **STUDENT GROUP PERCENT:** For both TAAS results and dropout rates, the percent of the total represented by any group is calculated to assist in determining if minimum size requirements have been met. For TAAS, the calculation is based on the number of test takers; for dropout rates, it is based on cumulative membership. (See *Section III, 1999 Accountability Rating Standards and Criteria* for details meeting minimum size requirements.)

⑦ **LOW-PERFORMING HIGHLIGHT:** The group label for any indicator which causes a district to be rated *Academically Unacceptable*, or a campus to be rated *Low-performing*, is underlined. This highlight is provided on the complete data table only.

Rating Data Table *(cont.)*

⑧ **DROPOUT TABLE NOTES**: If a school has no membership in grades 7 – 12 or, if a school has membership in those grades but minimum size requirements are not met, then a message is printed below the dropout table indicating that dropout data are not relevant in determining the rating. The message texts are:

- DROPOUT DATA NOT EVALUATED FOR YOUR ACCOUNTABILITY STATUS DUE TO GRADE SPAN.
- DROPOUT DATA NOT EVALUATED FOR YOUR ACCOUNTABILITY STATUS DUE TO SMALL NUMBERS.

⑨ **MET REQUIRED IMPROVEMENT:** For both TAAS results and dropout rates, there are circumstances when Required Improvement is calculated in order to determine a final accountability rating. See the discussion of Required Improvement in *Section III, 1999 Accountability Rating Standards and Criteria* to understand how Required Improvement affects ratings. The data table labels are interpreted as follows:

YES	For TAAS, 1999 performance is below 45.0 percent passing, and Required Improvement has been met. For the dropout indicator, the 1997-98 rate exceeds 6.0 percent and Required Improvement has been met.
NO	For TAAS, 1999 performance is below 45.0 percent passing, and Required Improvement has not been met. For the dropout indicator, the 1997-98 rate exceeds 6.0 percent and Required Improvement has not been met.
N / A	Required Improvement has not been evaluated. This will be printed when TAAS performance is at or above 45.0 percent passing. For dropout rates, it is printed when a rate is 6.0 percent or less. An "N / A" may also be printed if minimum size requirements for one or both years of data are not met.

This information is provided on both partial (Part I) and complete data tables for dropout rates, but only on the complete data table for TAAS.

⑩ **TAAS PERFORMANCE:** The numerator, denominator, and calculated passing rates, summed for the grades tested at the school or district, are provided for 1998-99 and 1997-98. This information is derived from spring 1999 and spring 1998 TAAS testing. In addition the change in rates between the two years is calculated.

⑪ **TAAS TABLE NOTES:** Small numbers of test takers or paired schools trigger one of the following messages:

- SMALL NUMBERS OF TEST TAKERS PLACED YOUR SCHOOL IN SPECIAL ANALYSIS. [printed below TAAS section]
- THIS SCHOOL IS PAIRED WITH *<name of pairing partner>* [printed above TAAS section]

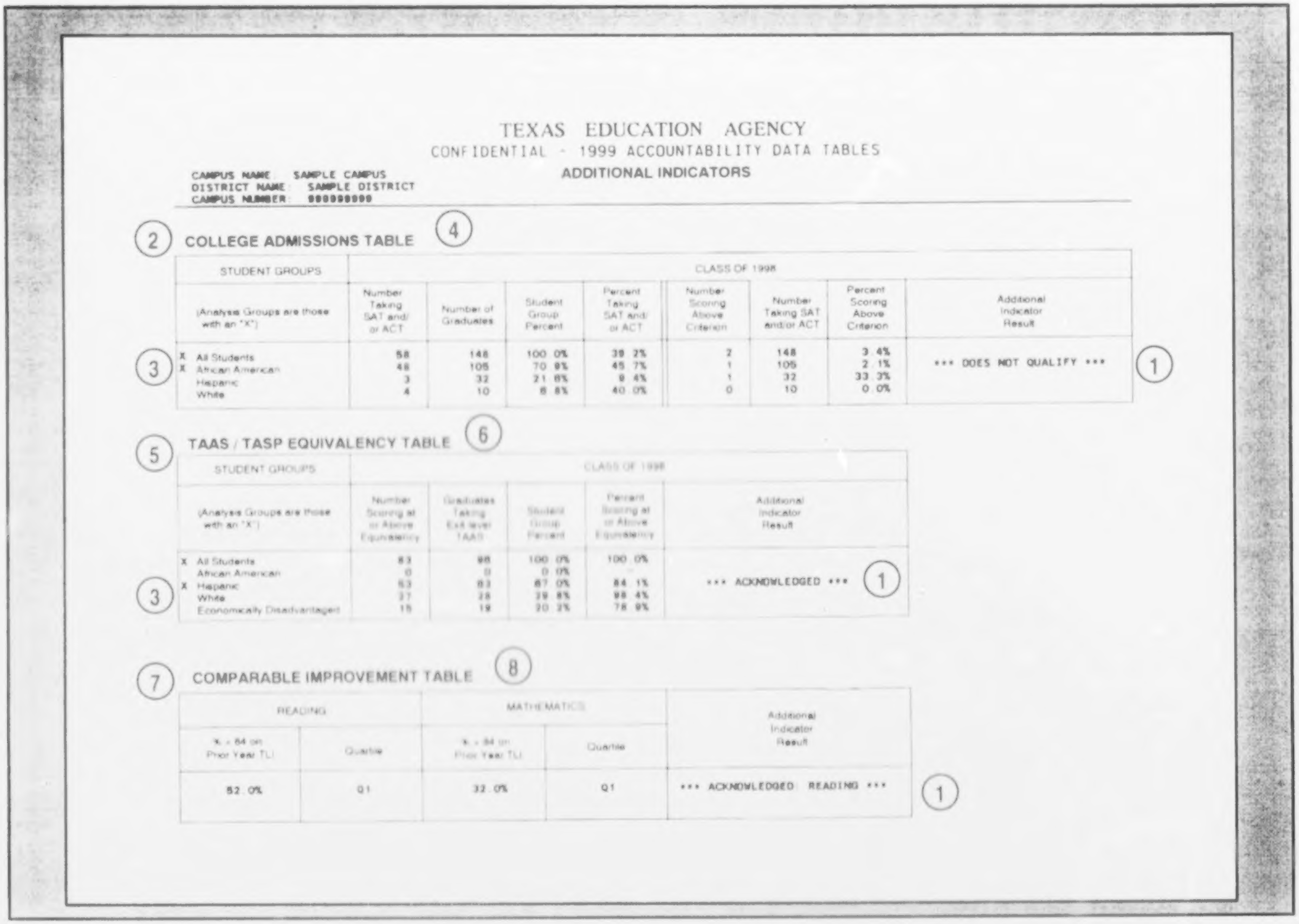
The first is provided on the complete data tables only, while the second appears on both the partial (Part II) and complete data tables.

⑫ **CREDIT FOR EOC: MET GRADUATION REQUIREMENT VIA END-OF-COURSE EXAMINATIONS:** The count of grade 10 students who were not tested on TAAS but for which the district or high school campus receives credit because of meeting the testing requirement for graduation via end-of-course tests is printed on the data tables. This count is already reflected in both the number passing and the number tested on TAAS, but is provided here separately for information purposes.

NEW!

⑬ **TAAS REQUIRED IMPROVEMENT STANDARD:** TAAS Required Improvement is evaluated when TAAS performance fails to meet the indicator standard for *Academically Acceptable / Acceptable* ratings. The Required Improvement standard against which improvement is evaluated is 50 percent passing. This is printed on both the partial and the complete data tables.

Sample 1999 Additional Indicator Data Table



TEXAS EDUCATION AGENCY
CONFIDENTIAL - 1999 ACCOUNTABILITY DATA TABLES
ADDITIONAL INDICATORS

CAMPUS NAME: SAMPLE CAMPUS
DISTRICT NAME: SAMPLE DISTRICT
CAMPUS NUMBER: 999999999

② COLLEGE ADMISSIONS TABLE ④

STUDENT GROUPS	CLASS OF 1998							
(Analysis Groups are those with an "X")	Number Taking SAT and/or ACT	Number of Graduates	Student Group Percent	Percent Taking SAT and/or ACT	Number Scoring Above Criterion	Number Taking SAT and/or ACT	Percent Scoring Above Criterion	Additional Indicator Result
X All Students	58	148	100.0%	39.2%	2	148	3.4%	*** DOES NOT QUALIFY *** ①
X African American	48	105	70.9%	45.7%	1	105	2.1%	
Hispanic	3	32	21.6%	9.4%	1	32	33.3%	
White	4	10	6.8%	40.0%	0	10	0.0%	

③

⑤ TAAS / TASP EQUIVALENCY TABLE ⑥

STUDENT GROUPS	CLASS OF 1998				
(Analysis Groups are those with an "X")	Number Scoring at or Above Equivalency	Graduates Taking Exit level TAAS	Student Group Percent	Percent Scoring at or Above Equivalency	Additional Indicator Result
X All Students	83	94	100.0%	100.0%	*** ACKNOWLEDGED *** ①
African American	0	0	0.0%	-	
X Hispanic	53	63	67.0%	84.1%	
White	27	28	29.8%	96.4%	
Economically Disadvantaged	15	19	20.2%	78.9%	

③

⑦ COMPARABLE IMPROVEMENT TABLE ⑧

READING		MATHEMATICS		Additional Indicator Result
% > 84 on Prior Year TLI	Quartile	% > 84 on Prior Year TLI	Quartile	
52.0%	Q1	32.0%	Q1	*** ACKNOWLEDGED: READING *** ①

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1999 Additional Indicators for Acknowledgment

A sample data table for the Additional Indicators is provided on page 61. The indicators illustrated are college admissions testing results, TAAS / TASP Equivalency, and Comparable Improvement. (See *Section IV, 1999 Acknowledgments and Recognitions* for definitions and calculation details.)

① **ACKNOWLEDGMENT:** The complete data table transmitted on the ratings release date provides the acknowledgment status of the district or campus. This information does not appear on the partial data table (Part I) provided before August 16. Possible district acknowledgments are: *Acknowledged, Does Not Qualify, Not Applicable*, and *Not Eligible*. Possible campus acknowledgments are: *Acknowledged, Does Not Qualify, Not Applicable, Not Eligible, Alternative Education, Delayed*, and *Not Rated*.

② **COLLEGE ADMISSIONS TEST DATA:** Information needed to evaluate the college admissions test indicator is provided for the class of 1998. That information includes: the number in the class taking college admissions tests (SAT I and/or ACT), total number of non-special education graduates, the student group percent for graduates, the percent taking college admissions tests, the number of examinees scoring at or above the specified criterion score, and the percent of examinees scoring at or above the criterion.

③ **ANALYSIS GROUP MARKER:** College admissions test information is always evaluated for "all students", but is evaluated for each student group only if minimum size requirements are met. An "X" to the left of the group label indicates performance results for that group are used to determine the acknowledgment. If no "X" is printed, then the size minimum was not met and performance results for that group are not used to determine the acknowledgment.

④ **COLLEGE ADMISSIONS TABLE NOTES:** If a school has no graduates then a message indicates that there are no data with which to determine the additional acknowledgment. The text of the message is:

- ♦ COLLEGE ADMISSIONS DATA NOT EVALUATED FOR YOUR ACKNOWLEDGMENT DUE TO GRADE SPAN.

⑤ **TAAS / TASP EQUIVALENCY:** Information needed to evaluate the TAAS / TASP equivalency indicator is provided for the class of 1998. That information includes: the number of total graduates matched to their exit-level TAAS results, the number meeting the TAAS / TASP equivalency criteria, the student group percent, and the percent meeting those criteria.

⑥ **TAAS / TASP TABLE NOTES:** If a school has no graduates then a message indicates that there are no test data with which to determine the additional acknowledgment. The text of the message is:

- TAAS / TASP EQUIVALENCY IS NOT EVALUATED FOR YOUR ACKNOWLEDGMENT DUE TO GRADE SPAN

⑦ **COMPARABLE IMPROVEMENT (CI):** For reading and mathematics, the information provided is the percent of students with a TLI greater than 84 in the prior year and the CI Quartile position of the school among its comparison schools. The complete CI report will be posted to the Texas Education Agency website in August and provided in print copy with the AEIS reports in October. The campuses qualifying for acknowledgment will receive one of the following labels on their data table.

NEW!

- ACKNOWLEDGED: READING
- ACKNOWLEDGED: MATHEMATICS
- ACKNOWLEDGED: BOTH

⑧ **COMPARABLE IMPROVEMENT NOTES:** If a school has fewer than 10 matched students, or there are fewer than 24 campuses in the comparison group that have 10 or more matched students, then there are insufficient data with which to determine the additional acknowledgment. The text of the message is:

NEW!

- COMPARABLE IMPROVEMENT IS NOT EVALUATED FOR YOUR ACKNOWLEDGMENT DUE TO SMALL NUMBERS.

Section VIII —Accountability System Reports

Overview

Information relevant to the accountability system is reported through district and campus summaries, a report for parents, and state-level publications. Where possible, each indicator is reported on the AEIS and School Report Card with:

- two years of data;
- student group disaggregations;
- district performance;
- state performance; and
- comparable campus group performance.

These reports are described in detail in this section.

AEIS Reports

The Academic Excellence Indicator System (AEIS) will report campus and district performance on the indicators used for the 1999 accountability ratings as well as on other indicators. Where possible, performance is disaggregated by ethnicity (African American, Hispanic, White, Native American, or Asian / Pacific Islander); gender; socio-economic status; and for students served in special education. The indicators include:

1999 Base Indicators

- **TAAS Percent Passing** — spring 1999 and spring 1998, by grade and the accountability subset summed across grades 3-8 and 10 for reading, writing, and mathematics;
- **Attendance Rates** — 1997-98 and 1996-97; and
- **Dropout Information** — annual dropout rates for 1997-98 and 1996-97, calculated using cumulative grade 7 - 12 membership (See *Section XII, Additional Information* for details on methodology history);

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1999 Additional Indicators

- **College Admissions Tests** — for the classes of 1998 and 1997:
    - the combined percent of non-special education graduates tested on the SAT I and the ACT;
    - combined percent of examinees at or above the criterion scores; and
    - separate mean scores for the SAT I and the ACT.
- **TAAS / TASP Equivalency** — for the classes of 1998 and 1997, the percent of total graduates meeting the TAAS / TASP equivalency standards in all subjects.
- **Comparable Improvement in Reading and Mathematics** — (*campus measures only*) See *Section V, 1999 Campus Comparable Improvement* for details on report content.

1999 Report-Only Performance Indicators

In addition to Base and Additional Indicator performance, the 1999 AEIS reports present other performance results. These are:

- **TAAS Percent Passing** (spring 1999 and spring 1998)
    - grade 8 science and social studies;
    - grades 5 and 6 reading and mathematics (Spanish version) results; and
    - grade 4 writing (Spanish version) results.
- **TAAS Exit-level Cumulative Percent Passing** — for the classes of 1999 and 1998, the percent of students who passed all sections of the exit-level TAAS by the end of their senior year or prior to graduation (district measure only).
- **TAAS Participation Profile** — for 1998 and 1999, comprehensive analysis of students in grades 3 - 8 and 10, tested and not tested on TAAS.

AEIS Reports
(cont.)

- **END-OF-COURSE EXAMINATIONS IN ALGEBRA I, BIOLOGY, ENGLISH II, AND UNITED STATES HISTORY.** This information is more comprehensive than has been printed in prior AEIS reports. Counts and rates for each year will be based on three test administrations and will include both non-special education and special education examinees. 1998 information will be aggregated from the summer 1997, fall 1997, and spring 1998 test administrations. 1999 information will be aggregated from the summer 1998, fall 1998, and spring 1999 test administrations. AEIS reports will publish:

  NEW!

  - participation rates (spring 1999 and spring 1998);
  - passing rates (spring 1999 and spring 1998).

- **COMPLETION RATES FOR GRADES 9 – 12** (district only) — for the class of 1997 and 1998, school completion rates reported by category of completion: high school graduation, GED, continuing education.

- **COMPLETION OF THE STATE BOARD OF EDUCATION'S RECOMMENDED HIGH SCHOOL PROGRAM** — percent of graduates for the classes of 1998 and 1997.

- **ADVANCED COURSE COMPLETION** — for 1997-98 and 1996-97, percent of 9th-12th graders completing and receiving credit for at least one of the designated advanced courses.

- **COLLEGE BOARD ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) TEST RESULTS** — (*district measure only*) for 1998-99 and 1997-98, grades 11-12:
  - percent of enrolled students taking at least one AP or IB examination;
  - percent of examinees scoring a 3, 4, or 5 on at least one AP test, or a 4, 5, 6, or 7 on at least one IB test; and
  - percent of total AP exams with scores of 3, 4, or 5, and total IB exams with scores of 4, 5, 6, or 7.

- **TAAS PREVIEW FOR 2000 STANDARDS** — Additional Spanish TAAS test takers will be included in 2000. (See *Section XI, Preview for the 2000 – 2003 Accountability Systems.*) A preview of TAAS percent passing for reading, mathematics, and writing, is provided, using aggregate spring 1999 results for special education and non-special education students who meet the October subset criteria, and who:
  - Tested on TAAS, grades 3-8, and 10, reading, mathematics, and writing; or
  - Tested on Spanish TAAS, grades 3-6, reading, mathematics, and writing.

AEIS Reports *(cont.)*

Other Information About 1999 AEIS Reports

As always, AEIS reports also include district and campus profile information on school and district staff, students, and finances. Reports will be mailed in October.

Statute requires the commissioner to establish rules for the AEIS reports. The rule promulgated in 1996 is provided in *Section XIV, Appendix B.*

School Report Card

As required by statute, the Texas Education Agency will produce a School Report Card for every campus in the state. These will be mailed mid-November. Each campus must then provide a copy of its complete School Report Card to the parent or guardian of every student. The following items are required by statute to appear on this report:

- TAAS performance and exemptions;
- Attendance rate;
- Dropout rate;
- Performance on college admissions examinations;
- End-of-course examination participation;
- Completion of the State Board of Education's Recommended High School Program;
- TAAS / TASP Equivalency;
- Student / teacher ratios; and
- Administrative and instructional costs per student.

Statute requires the commissioner to establish rules for the distribution of the School Report Card. The rule promulgated in 1996 is provided in *Section XIV, Appendix B.*

Phasing In New Indicators

Before being used for accountability ratings or acknowledgments, new indicators typically go through a multi-year phase-in process. For indicators that will become Base or Additional Indicators, benchmark results are used to set standards in the first year of data availability. Benchmark data are either provided by the test contractor (if data are part of state assessment program), or as part of the AEIS reports.

In the second and third years, the indicator is reported on the AEIS reports, with two years of performance shown. In year four, it is used either for accountability ratings as a Base Indicator or for acknowledgment as an Additional Indicator.

There are no indicators to be benchmarked in 1999.

Section IX – System Safeguards

The Texas Education Agency conducts procedures to ensure that student performance on the TAAS is properly measured and that dropouts are accurately counted. Data used to rate districts and campuses will undergo routine screening before and after the release of the accountability ratings. These safeguards have been designed to validate data integrity.

Ratings Impact

Serious Data Problems

If data problems of sufficient magnitude to question the validity of any accountability ratings are uncovered, then the agency will take one or more of the following steps after consulting with the district:

- Attempts will be made to rectify the data problems within the accountability calendar.
- If the problem cannot be resolved by the rating release date, then:
  - a *Delayed* rating may be issued; OR
  - if the problem pertains to TAAS data, ratings may be determined using TAAS results for "all students tested", instead of the October subset results.

Rating Changes

TEA reserves the right to change ratings after August 16 if problems in the data used to determine accountability ratings are subsequently discovered.

Analyses Undertaken Prior to Release of Accountability Ratings

Analyses to examine data reasonableness are undertaken prior to applying accountability system criteria. The Texas Education Agency analyzes current year accountability information for internal consistency. Secondly, the test contractor for the student assessment program notifies TEA of potential data problems for a school district. The school district is contacted by the agency and may have an opportunity to correct the information.

TAAS / PEIMS Consistency

Prior to reporting TAAS results in late May, the test contractor for the student assessment program conducts analyses to detect discrepancies between PEIMS and TAAS data submitted by districts. Districts with significant discrepancies may be contacted by TEA.

For the spring test administration, after TAAS answer sheets are processed, the test contractor determines whether:

- There were students reported in PEIMS in the tested grades, but no answer sheets were received for those grades.
- There were answer documents submitted for a grade / campus, but no enrollment data were reported in PEIMS.

Slight differences in enrollment and answer sheets do not result in notification.

Incomplete Results

TAAS results are examined by TEA to determine that mathematics and reading results are reported for each grade tested and that writing results are provided for grades 4, 8, and 10. Missing or unexpected results are investigated.

Schools with Dropout Rates Only

Schools that have no TAAS test takers, but have at least 10 dropouts reported are identified. Districts are contacted in writing to request a description of the program(s) operated on the campus or campuses, an explanation of the reported dropout counts, and a description of the district's criteria for attributing dropouts to campuses within the district. Inappropriate reporting of dropouts may result in accountability rating consequences for the district.

Questions

Inquiries concerning the analyses conducted prior to release of the ratings should be directed to the Texas Education Agency Office of Policy Planning and Research.

Analyses Undertaken After Release of Accountability Ratings

Percent of Test Takers Included in Accountability Evaluation

The percentage of answer documents which are used to determine the accountability rating of a district or campus will be analyzed. An inquiry may be conducted if the percentage of students included in the accountability evaluation significantly differs from expectations. [The percents of students tested and included in the accountability evaluation, tested but excluded from accountability evaluation for policy reasons, and not tested (exempt, absent, or other) are reported in AEIS.]

Audits of Non-Tested Students

As a complement to the determination of the percentage of students tested on TAAS, the number and type of non-scored answer sheets are analyzed further after the release of the ratings. Excessive absences or exemptions can compromise assessment results for accountability purposes.

EXCESSIVE ABSENCES

- Annual Rates. This process compares the percent of students coded as "absent" on each of the TAAS tests to the attendance rate for that campus during the six-week reporting period in which the assessment was conducted. Schools with excessively high absenteeism during the testing may be identified for an accountability inquiry.
- Exemption Trends. This process compares TAAS exemption rates for absences over time to pinpoint unusual trends from year-to-year. If the change in rates is unexpected, the campus may be identified for an accountability inquiry.

EXCESSIVE LEP EXEMPTIONS

- Annual Rates. This process compares the number of students coded as LEP-exempt from the TAAS to the number of students actually receiving bilingual or ESL services. If the number exempted for any of the TAAS tests administered is greater than the number of students served in bilingual or ESL programs, the campus may be identified for an accountability inquiry.

Audits of Non-Tested Students *(cont.)*

- Exemption Trends. This process compares TAAS exemption rates for LEP students over time to pinpoint unusual trends from year-to-year. If the change in rates is unexpected, the campus may be identified for an accountability inquiry.

EXCESSIVE ARD EXEMPTIONS

- Annual Rates. This process compares the number of special education students exempted from the TAAS administration by the local ARD committee to the number of students receiving special education services. If the number exempted for any of the TAAS tests administered is greater than the number of students served in special education programs, the campus may be identified for an accountability inquiry.
- Exemption Trends. This process compares TAAS exemption rates for special education students over time to pinpoint unusual trends from year-to-year. If the change in rates is unexpected, the campus may be identified for an accountability inquiry.
- Trends by Student Group. This process compares TAAS exemption rates for special education students, disaggregated by ethnicity to enrollment for that ethnic group. If any student group appears over-represented, the campus may be identified for an accountability inquiry.

EXCESSIVE CODING AS "OTHER"

"Other" is a "do not score" code used for highly unusual circumstances such as illness during the testing or test administration irregularities. This process examines the percent of students coded as "other" during the administration of any of the TAAS tests. Campuses which have an unusually high percentage of eligible test takers with test documents coded as "other" may be identified for an accountability inquiry. Answer documents for students verified to have fulfilled the testing requirement for graduation by passing end-of-course examinations will be excluded from this analysis.

Dropout Audits

Dropout data are further examined after the release of the ratings. A three-part analysis is undertaken to verify the accuracy of:

(1) zero dropouts reported for a district or campus;

(2) 1 - 9 dropouts reported for a district or campus; and

(3) longitudinal patterns of dropout rates to examine whether dropout rates have risen precipitously in a single year.

Dropout Audits *(cont.)*

Dropout audits examine the dropout data for "all students" and each student group (African American, Hispanic, White, and Economically Disadvantaged). If significant discrepancies are identified, an inquiry is initiated with the reporting district.

Questions

Inquiries concerning the analyses conducted after release of the ratings should be directed to the Texas Education Agency Office of Accountability and School Accreditation.

Audit Procedures

For all the audits undertaken after the release of the accountability ratings, the following apply:

- The parameters which trigger an inquiry are set after examining statewide distributions of the data, if possible. They are set at levels to only identify districts or campuses significantly "out of range" compared to other districts or campuses in the state.
- The criteria are adjusted as needed for alternative education school settings.
- If an audit raises cause for concern, it is communicated quickly to the school district.

For accountability purposes, the following procedures will be followed to determine whether those districts or campuses with unusual audit results have a valid and appropriate reason for the anomalies evident from the auditing process.

Inquiry Level 1

A telephone inquiry from the Department of Accountability and School Accreditation will be placed, and the results of the phone conference will be documented and filed in the district accreditation file.

Inquiry Level 2

If the results of the telephone inquiry are insufficient to indicate a clear and valid reason for the audit exception, a letter of notification to the principal of the campus, with a copy to the superintendent (for a campus inquiry), or to the superintendent (for a district inquiry), will be issued requesting a written explanation of the irregularities that have been observed. A copy of the letter of notification will be filed in the district accreditation file in the Department of Accountability and School Accreditation. If resolution is

Inquiry Level 2 *(cont.)*

reached at this level, a letter from the agency will be provided to the principal with a copy to the superintendent stating that the inquiry was satisfactorily resolved.

Inquiry Level 3

When a telephone conference and a letter of inquiry are not sufficient to resolve the questions pertaining to the audit results, a team of professional staff members of the Department of Accountability and School Accreditation will conduct an on-site review and make recommendations for corrective actions and / or sanctions. A written summary of the findings of the on-site review and recommendations from the agency will be provided to the appropriate school administrator(s), and will be filed in the district accreditation file.

Section X — Local Responsibilities

Complying with Statutory Reporting Requirements

Public notification of accountability results and campus planning are governed by multiple statutory requirements. These are described in this subsection. Statute text is provided in *Section XIV, Appendix A*.

AEIS Report

Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district and include the campus performance objectives and the progress of each campus toward those objectives. The annual report must also include the performance rating of each campus in the district. The report shall include a comparison provided by the Texas Education Agency of a variety of performance, student, staff, and financial information and must include the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents. Supplemental information to be included in the reports shall be determined by the local board of trustees. [TEC §39.053 (a), (c)-(d), (f)]

PUBLIC DISCUSSION OF THE ANNUAL PERFORMANCE REPORT [AEIS Reports]. The board of trustees shall hold a hearing for public discussion of the annual performance report (AEIS). The board of trustees shall notify property owners and parents in the district of the hearing. After the hearing, the report shall be widely disseminated within the district. [TEC §39.053 (b)]

The district-level decision making committee must hold at least one public meeting annually after the receipt of the agency-generated portion of the annual performance report for the purpose of discussing the performance of the district and the district performance objectives. [TEC §11.252 (e)]

Ratings

PUBLIC DISCUSSION OF DISTRICT AND CAMPUS RATINGS. Each campus site-based decision making committee shall hold at least one public meeting annually after the receipt of the annual campus accountability rating (released with the complete data tables in August) for the purpose of discussing the performance of the campus and the campus performance objectives. [TEC §11.253 (g)] The confidentiality of the performance results should be evaluated before considering public release of the complete data table.

If a district is rated *Academically Unacceptable* or a campus is rated *Low-performing*, the board of trustees must conduct a hearing to notify property owners and parents in the district of the rating, the improvements in performance expected by the Texas Education Agency, and the sanctions which may be imposed if the performance does not improve. For *Low-performing* campuses, the hearing should also solicit public comment on the initial steps being taken to improve performance. [TEC §39.073 (d) and TEC §39.131 (a),(b)]

Boards of trustees should attempt to comply with the spirit of the statute in the most efficient ways possible. Where meetings and hearings required by various statutes can be combined, it is appropriate to do so.

Development of Local Accountability Systems

Local Evaluation / Rating Systems

Although the statewide accountability system has been designed to address the guiding principles articulated in *Section I, Introduction*, it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students and local systems of accountability need to address those priorities. The state system is meant to be a starting point for locally developed accountability systems.

Districts are encouraged to continue to develop their own complementary local accountability systems to plan for the year 2000 performance and beyond. **Such systems are entirely voluntary and for local use only. Performance on locally defined indicators which are not part of the AEIS does not impact the accountability ratings determined through the statewide system.**

Local Systems
(cont.)

Districts may choose to expand the accountability system with other indicators appropriate for local evaluation. Examples of locally maintained indicators include:

- level of parent participation;
- progress on locally administered assessments;
- progress on goals identified by campus improvement plans;
- progress compared to other schools in the district;
- progress on professional development goals;
- school safety measures.

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, further differentiation among schools rated *Acceptable* may be desired. A local decision is required regarding the criteria upon which to subdivide this category.

Yet a third approach is to examine those Base Indicators, both currently in use and planned for implementation, which fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas.

Irrespective of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

Local Comparisons of 1999 to 1998 TAAS Results NEW!

As covered in previous sections of this manual, the 1999 results used for accountability are not directly comparable to 1998 because more assessment results are being included this year: TAAS results for tested special education students, Spanish TAAS results, and credit for grade 10 students who have met the graduation testing requirement by passing end-of-course examinations.

"ALL STUDENTS TESTED" RESULTS.
The Texas Education Agency encourages districts to publicize through the local media comparable TAAS results when they are received from the test contractor. Recall that the contractor sends results on all

1999 to 1998 TAAS Comparisons *(cont.)*

students tested to the district in late May. Shortly thereafter, TEA releases statewide results to the press. At this time, districts can provide "all students tested" trend data to their local communities for:

- non-special education students only;
- special education students only;
- Spanish TAAS test takers only; and / or
- all tested students.

This would be an optimal opportunity to educate the press and the community about the changes in the accountability system for 1999 and to show gains (or losses) among comparable groups of students.

Opportunities for Data Correction

Each data source for the Academic Excellence Indicator System has a prescribed process and calendar for correcting errors or omissions discovered after the original submission. **The accuracy of ratings, acknowledgments, recognitions, and reports is wholly dependent on the accuracy of the information submitted.** Districts are responsible for submitting all AEIS data with the exception of college admissions test results and AP / IB results, which are transmitted by the testing companies. The opportunities for correction for each indicator used to determine ratings or acknowledgments are described in this section.

Person Identification (PID) Updates

PID changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching is dependent upon stable PID records. *PEIMS Data Standards* should be followed to insure that PID updates submitted by districts are processed.

- Demographic changes to PID records must be flagged by marking the Demographic Revision Confirmation Code to be processed by PEIMS. Therefore, changes to name spellings, birth date, ethnicity, or any other information on the record do not update the permanent PID record in agency data files unless this revision code is marked. **When the revision code is marked the entire record is replaced with the update.**

PID Updates
(cont.)

- Changes to pre-slugged TAAS answer documents **do not** update the permanent PID record in PEIMS for that student; however, they do affect the construction of the TAAS accountability subset and student group disaggregations.

TAAS

Demographic and scoring status information as transmitted to the test contractor on the answer document will be used to determine the accountability subset for campus and district ratings. After the dates of testing, districts will still be able to provide corrections to the test contractor and request corrected reports; however, those changes **will not** be incorporated into the TAAS results used for accountability purposes.

IMPORTANT NOTICE: The accountability subset of results will be constructed from the student information reported on the TAAS answer documents *as received by the test contractor.* Beginning in 1999, the test contractor's correction window for accountability purposes has been eliminated.

This change eliminates districts' ability to change the coding of student demographics, program participation, and score code status after test results are known. Districts have multiple opportunities to provide accurate information through their PEIMS submissions, precoding data files provided to the test contractor, and updates to the TAAS answer document at testing. Districts are encouraged to attend closely to the accuracy of all data submissions.

Dropouts, Graduates, Enrollment

In 1998-99, districts could correct PEIMS Submission 1, which includes 1998-99 enrollment as well as 1997-98 leaver information (dropouts, graduates, and other leavers), from mid-December 1998 to January 21, 1999. This resubmission period is the mechanism through which districts can correct any erroneous information initially submitted regarding dropouts, graduates, leavers, and enrollment.

Attendance

In 1997-98, PEIMS Submission 3 in which districts reported 1997-98 cumulative attendance allowed for a resubmission correction period, which for most districts extended through late July 1998. (Districts with year-round campuses could extend the resubmission period through mid-September.) This was the means by which districts should have corrected any erroneous information initially submitted regarding attendance.

College Admissions Testing

College admissions test results are provided to the Texas Education Agency by the College Board and the ACT Inc. The school to which scores are attributed is identified by the student taking the test. Schools are encouraged to verify campus summary information on the SAT I and ACT immediately upon receipt. Discrepancies should be reported to the testing companies, not TEA. Once the testing companies finalize results for yearly summaries, subsequent corrections are not reflected in any national, state, district, or school results released.

Appeals Related to the 1999 Accountability Ratings

General Instructions

Superintendents are provided the opportunity to appeal data used to determine accountability ratings under a limited set of circumstances and within a defined time limit. General appeal parameters are outlined below:

- Campus and district appeals must be written and submitted under the signature of the district superintendent.
- For any district or campus, only one opportunity will be permitted to appeal on any indicator.
- **Appeals are not a data correction opportunity!** Appeals must be based upon a data or calculation error solely attributable to the Texas Education Agency, regional education service centers, or the test contractor for the student assessment program. Problems due to *district* errors in PEIMS data submissions or on TAAS answer sheets do not constitute a valid basis for appeal. Further, statute permits consideration of data reporting quality when assigning ratings.

General Instructions for Appeals *(cont.)*

- Only appeals which would result in ratings changes will be considered by the commissioner.
- Appeals will not be considered prior to district receipt of partial accountability data tables (Parts I and II) in late June. With the exception of attendance appeals received by August 1 for *Exemplary* and *Recognized*, resolution by August 16 is not guaranteed.
- Appeals for performance on Additional Indicators will not be considered by the commissioner.
- The decision of the commissioner of education is final.

TAAS Appeals

TAAS information may be appealed if a problem is identified with the accountability subset of results reported on the accountability data tables (Part II). **This appeal should reflect a serious problem such as a missing grade level or campus, and not be based on errors reported on TAAS answer sheets.**

Appeals based on what a district or school would have been rated had the accountability TAAS results NOT been expanded to include special education and Spanish TAAS test takers will **NOT** be considered!

Appeals based on questions regarding credit for grade 10 students meeting the testing requirement for graduation by passing end-of-course examinations will be considered on a case-by-case basis.

Dropout Appeals

After the PEIMS resubmission period, TEA will apply the state-level recovery processes to the data reported on the PEIMS Leaver Record. In April, the agency will provide to districts the accountability dropout counts and rates for "all students" and each student group, as well as lists of recovered and unrecovered dropouts. The source of recovery will be provided for dropouts on the recovered list.

Leavers coded on 1998-99 PEIMS Submission 1 with any one of the following leaver reason codes are counted as dropouts for accountability purposes. (See *1998-99 PEIMS Data Standards* for full descriptions of the reason codes.) Student withdrew from or left school:

- to pursue a job; to join the military; because of pregnancy; to marry;

Dropout Appeals *(cont.)*

- to enter college with no evidence of working towards an Associate's or Bachelor's degree;
- to enroll in an alternative program but student is not in compliance with compulsory attendance laws and/or no evidence of working towards the completion of s high school diploma or GED certificate;
- because student was expelled (due to reasons other than criminal behavior), with no further participation in a school or educational program to continue working towards the completion of a high school diploma or GED certificate;
- because student failed exit TAAS, has not met all other graduation requirements, and has no evidence of further participation in a school or educational program to continue working towards the completion of a high school diploma or GED certificate;
- due to alcohol or other drug abuse problems; because of low or failing grades; because of poor attendance; because of language problems; because of age; due to homelessness or non-permanent residency;
- or did not return to school after completing a JJAEP term, and the student has not graduated or completed/received a GED; or
- the reason is unknown.

NEW FOR 1999: The status of a reported leaver as of January 21, 1999, the last date to resubmit PEIMS Submission 1 data, is the only status relevant to a dropout appeal. If the district locates a student after that date in circumstances that would have removed the leaver from the dropout count, that information will not be relevant to the appeal. Again, accountability appeals must be based on errors attributable to TEA, not district reporting errors.

This change is made to ensure that all districts have an equal opportunity to locate leavers in grades 7 – 12. Success in locating leavers after dropout summaries have been transmitted by the Texas Education Agency will not be considered valid support for a rating appeal.

Attendance Appeals

For districts or campuses that meet all TAAS and dropout standards for the *Exemplary* or *Recognized* ratings, but fail to meet the attendance rate standard, the superintendent may request the use of current year (1998-99) attendance in the ratings evaluation, if current year attendance meets or exceeds the standard of 94.0 percent. Prior year (1997-98) attendance rates are printed on the accountability data tables (Part I) provided by TEA in June.

- Every attempt will be made to resolve attendance appeals submitted on or before August 1, 1999 by the August 16, 1999 ratings release. Appeals submitted after August 1, 1999 will be resolved after the release date.
- A notarized copy of 1998-99 attendance rates must be submitted as part of the appeal. Copies of each of the six- weeks totals as well as the yearly total should be transmitted.

1999 Appeal Deadlines

Superintendents have a limited window in which to submit an appeal to the commissioner of education.

- Ratings may be appealed through September 10, 1999.
- Appeals may be transmitted to the commissioner from the time of receipt of the partial data tables (June) through the end of the rating appeal window (September 10).

How to Submit an Appeal

Superintendents appealing data used to determine an accountability rating should prepare a written request to the commissioner of education which identifies:

- The district and / or campuses for which the appeal is being submitted;
- The data in question;
- The perceived error;

How to Submit an Appeal *(cont.)*

- The reason(s) why the perceived error is attributable to the Texas Education Agency, a regional education service center, or the test contractor for the student assessment program; and
- The reason(s) why the perceived error would change the rating of the district or school.

When student-level information is in question, supporting information must be provided for commissioner review, *i.e.*, a list of the students in question by name and identification number. It is insufficient to claim data are in error without providing information with which the appeal can be evaluated. More than one indicator can be appealed in the same letter.

Examples of acceptable and unacceptable appeals are provided for illustration.

Acceptable Appeals:

Dear Commissioner Moses,

I have analyzed the TAAS results for Elm Street Elementary and am unable to reconcile the counts of economically disadvantaged students to the test taker totals on the partial accountability data table received from the test contractor. Only 35 of my students are shown as economically disadvantaged, when in fact 99 of the 200 tested should be.

Attached is a list of the students at the school whom I believe are part of the accountability subset and who should be coded as economically disadvantaged. Student names, PIDs, and economic status are provided. Correcting this error should raise the school's rating to Acceptable.

Sincerely,

John Q. Educator
Superintendent of Schools

Unacceptable Appeals:

Dear Commissioner Moses,

I have analyzed the TAAS results for Elm Street Elementary and believe that there is an error in the counts of economically disadvantaged students. I believe the appropriate count to be 99 rather than 35.

Sincerely,

John Q. Educator
Superintendent of Schools

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Appeal Examples *(cont.)*

Acceptable Appeals:

Dear Commissioner Moses.

According to my analysis, Elm Street High School would meet all criteria for receiving the Recognized rating if two additional 10th grade students who had previously passed the appropriate end-of-course examinations had been included in the passing rate calculations. The names and testing records of these two students are attached. Please incorporate this information into your calculations when determining the 1999 rating.

Sincerely,

John Q. Educator
Superintendent of Schools

Dear Commissioner Moses,

According to my analysis, Elm Street Elementary meets all criteria for receiving the Recognized rating with the exception of the attendance rate. Attached is a notarized copy of the 1998-99 cumulative attendance for grades 1 - 5 which is derived from my 1998-99 PEIMS Submission 3. As you will note, the attendance rate for the current school year is 94.2 percent which exceeds the 94 percent standard, and therefore, may be substituted for use in the 1999 ratings evaluation.

Sincerely,

John Q. Educator
Superintendent of Schools

Unacceptable Appeals:

Dear Commissioner Moses.

According to my analysis, Elm Street High School would meet all criteria for receiving the Recognized rating if two additional students who had passed the appropriate end-of-course examinations had been considered. Please incorporate this information into your TAAS files when determining the 1999 rating.

Sincerely,

John Q. Educator
Superintendent of Schools

Dear Commissioner Moses,

According to my analysis, Elm Street Elementary meets all criteria for receiving the Recognized rating with the exception of the attendance rate. Please substitute 1998-99 attendance data when determining the 1999 rating.

Sincerely,

John Q. Educator
Superintendent of Schools

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How an Appeal Will Be Processed

Once an appeal is received by the commissioner, a standard process for reviewing the information will be followed. This process is detailed below:

- The commissioner of education receives an appeal, prepared under signature of the district superintendent.
- The commissioner forwards appeals to the appropriate office for review. Once the research is complete, a recommendation is prepared for the commissioner.
  - If the appeal is for a rating determined using standard procedures, then the appeal will be referred to the Office of Policy Planning and Research.

    The Office of Policy Planning and Research will coordinate any research necessary to evaluate the claims in the appeal. **In the case of TAAS and dropout appeals, the Texas Education Agency will examine all relevant data, not just the results for the students specifically named in the correspondence.**
  - If the appeal is for a campus rating assigned through the optional procedures for alternative education schools, then the appeal will be referred to the Office of Accountability and School Accreditation.

    The Office of Accountability and School Accreditation will coordinate any research necessary to evaluate the claims in the appeal. **The Texas Education Agency may examine all relevant data, not just the results for the students specifically named in the correspondence.**
- The commissioner examines the appeal, supporting documentation, agency research, and staff recommendation.
- The commissioner makes a final decision regarding the appeal.
- The superintendent is notified in writing of the commissioner's decision and the rationale upon which the decision was made. This notification does not constitute an additional opportunity to appeal further.

Accreditation Investigations

On-site Investigations

Texas Education Code §39.074 permits accountability ratings to be raised or lowered as a result of on-site investigations. On-site accreditation visits are currently scheduled only for campuses rated *Low-performing* and districts rated *Academically Unacceptable* or *Unacceptable: SAI*. If the investigative team determines that a change in the accountability rating should be considered, the commissioner reviews the relevant performance data and site-visit reports and makes a decision regarding the proposed rating change. If the commissioner determines that a change in rating is appropriate, the district is notified in writing. The new rating may or may not be reflected in published statewide lists, depending on the timing of the change.

Special Accreditation Investigations

The commissioner, using the authority granted in *Texas Education Code* §39.075 and §39.131 may lower the accreditation status of a district based on the results of a special accreditation investigation (SAI). Problems in governance, finances, testing practice, compliance with federal regulation, and administrative management are among the reasons such an investigation can be initiated. The district rating shall be changed to *Unacceptable: SAI*, and that rating will remain in effect until the commissioner sees that significant progress is being made in the problem areas. Therefore, a district rating based on standard evaluation of base indicators will not be awarded until the commissioner lifts the *Unacceptable: SAI* rating.

Section XI — Preview for the 2000–2003 Accountability Systems

System Evolution

There is general agreement that the accountability system as implemented to date does not yet reflect appropriate standards of performance for all rating levels. From its inception, the system was designed to evolve over time to increase standards, incorporate additional indicators, meet statutory requirements as quickly as possible, and improve the information with which accountability decisions are made.

In order to provide schools and districts with adequate time to prepare for the increasing rigor of standards, this section presents a preview of how the accountability system is expected to evolve over the next few years, based on the decisions made in the recent past.

Legislative Action

The 76th Texas Legislature, which convened in January 1999, is expected to consider statutory changes related to both the assessment system (TAAS and end-of-course examinations) and the accountability system. Any changes enacted during the 1999 session are not expected to impact the 1999 rating system; the Legislature would have to take specific action to enable a new statute prior to September 1, 1999. The Texas Education Agency will communicate information about all education-related statutory changes as soon after the end of the legislative session as possible.

Assumptions for Change

Future development of the state accountability system will be based on the following assumptions:

- Any and all assessments administered by the state will be incorporated into the state accountability system at the appropriate time. Thus, districts and campuses will be held accountable for all assessment measures developed by the state.
- Indicator standards will continue to be raised past the levels set for 2000. Given the potential changes to the assessment system, the commissioner recommends that 2003 be the year to implement significant changes in the indicators used and standards applied. However, prior to that date, minimally, Base Indicator standards should be raised in 2001 and 2002. The *Acceptable* standard for TAAS should

Assumptions for Change *(cont.)*

ultimately reach 70.0 percent of students passing, but the increments and schedule for raising the standards will be determined after the 1999 legislative session.

What is Expected to Remain Stable through 2003

The strongest advice voiced by the school district and community representatives who annually assist in the definition of the accountability system is the need for stability. Components of the system expected to remain stable under this blueprint are:

- the rating categories;
- the use of individual student groups;
- TAAS results used for accountability purposes based on the October subset of students;
- the phase-in process for new indicators;
- provisions for small numbers of students and schools serving grades not tested through TAAS; and
- reports and recognitions based on the performance results.

Anticipated Developments for 2000

Indicators for 2000

TAAS. In 2000, the results of all students tested on Spanish TAAS in reading and mathematics at grades 5 and 6, and in writing at grade 4 will be included in the TAAS results used to determine accountability ratings. These results will be aggregated into the "all students" and student group calculations; as in 1999, neither "Special Education" nor "Spanish TAAS" will be a separate hurdle. As always, accountability subset matching criteria must be met for testing results to be included.

Indicators for 2000 *(cont.)*

END-OF-COUSE EXAMINATIONS. If authorized by legislative change, the commissioner plans to establish "all students" passing rates on end-of-course examinations as a base indicator for *Exemplary* and *Recognized* ratings.

ADDITIONAL INDICATORS. A new Additional Indicator — participation in the Recommended High School Program — will be phased into the system in 2000. Standards for participation are yet to be determined. (See *Section XII, Additional Information* for information about the requirements of this program.)

BASELINE RESULTS. A reading proficiency test in English (RPTE) will be administered to all LEP students in grades 3 – 8 not tested on English TAAS. Baseline results will be reported by the test contractor. Growth can be determined with the results from the 2001 administration.

FIELD TEST RESULTS. The alternative assessment under development for special education students in grades 3 – 8 will be field tested in both 1999 and 2000. A baseline administration will be given in the spring of 2001 which will be used to calculate growth on the 2002 administration.

2000 Rating Standards

TAAS STANDARDS. The TAAS passing rate standard for the *Academically Acceptable / Acceptable* ratings will be raised to **50.0** percent in 2000.

HIGHER STANDARDS FOR *EXEMPLARY* AND *RECOGNIZED*. Performance on end-of-course examinations is not currently included in the specific list of statutory indicators to be used for accountability. If permitted by a legislative change to the indicator list, a passing rate standard for end-of-course examinations will be established for district-level *Exemplary* and *Recognized* ratings.

Planning for the Future — Accountability System Preview

The outline in this subsection represents a preview for the statewide accountability system in the years 2001 through 2003. This was defined with the assistance of focus groups of educators, other district and regional education service center representatives, legislative staff, and business and education partners. After the overview, specific changes expected in the years 2001, 2002, and 2003 are detailed separately.

Overview

This information applies generally to accountability system development for the 2001 – 2003 rating cycles.

- **TAAS SUBJECT AREA TESTS.** Assessment results for TAAS reading, writing, and mathematics will continue to be used in determining accountability ratings.

  TAAS science and social studies results are scheduled to remain report-only indicators on annual AEIS reports, so long as there are no exit-level requirements in those subjects.

- **TAAS ACCOUNTABILITY STANDARDS.** Subject area standards will be maintained in the accountability system and they will increase over time. Given the planned changes to the assessment system (see *New Assessments* in this subsection), the commissioner recommends that 2003 be the year to implement any significant changes in the indicators used and standards applied. However, prior to that date, minimally Base Indicator standards at the *Academically Acceptable / Acceptable* levels should be raised in 2001 and 2002. The *Acceptable* standard for TAAS should ultimately reach 70.0 percent of students passing, but the increments and schedule for raising the standards will be determined after the 1999 legislative session.

- **DROPOUT RATES STANDARDS.** Standards for the annual dropout rate have remained unchanged since 1994. The grade 7 – 12 *longitudinal* rates associated with the current standards are high; even at the *Exemplary* level, the state goal of a five percent longitudinal dropout rate is exceeded. Beginning in 2001, expect standards for the dropout indicator to increase.

- **DROPOUT INDICATOR.** Legislative change may permit the use of completion rates instead of, or in conjunction with annual dropout rates as a Base Indicator.

- **ATTENDANCE RATES.** There are no plans to modify the attendance rate standard or to implement an attendance rate standard for individual student groups at any rating level.

- **REQUIRED IMPROVEMENT.** Required Improvement *as it is currently defined* will be eliminated after the 2000 rating cycle. Because the measure is statutorily required, a new methodology for calculating Required Improvement will be developed for 2001 and beyond.

- **COMPARABLE IMPROVEMENT.** Comparable Improvement will not be used to determine accountability ratings; however, it will continue to be used for Additional Acknowledgment, TSSAS, and AEIS reporting. There are no plans at this time to develop a district-level CI measure.

Overview *(cont.)*

- **OTHER INDICATORS.** Other statutorily defined indicators not used to determine ratings will be designated as either Additional Indicators upon which Additional Acknowledgment can be determined, or Report-Only Indicators, which will appear on AEIS reports and possibly the School Report Card. Other indicators adopted by the State Board of Education will become Report-Only Indicators.
- **STATUTORY CHANGE.** Legislative action in 1999 and 2001 may affect the accountability system ratings, reports, sanctions, and rewards. At publication, such action cannot be predicted.

New State Assessments

Any and all assessments administered by the state will be incorporated into the state accountability system at the appropriate time. Thus, districts and campuses will be held accountable for all assessment measures developed by the state. A brief summary of anticipated development projects is provided:

ALTERNATIVE SPECIAL EDUCATION ASSESSMENT. HB 1800, passed in 1997, requires the adoption of a new state assessment instrument appropriate for special education students being taught the essential knowledge and skills (TEKS), but not on grade level, and students for whom TAAS is not appropriate measure of the student's academic progress, even with allowable testing modifications. Therefore, when this new assessment is available there will be three assessment choices for special education students in grades 3 through 8. *(No alternative assessment is required for the exit-level examination.)* These are:

- test the student on TAAS;
- test the student on the alternative special education assessment; or
- exempt the student but provide an appropriate non-state alternative assessment if he or she is not receiving instruction in the TEKS.

Performance on the alternative assessment differs from the TAAS in two distinct ways:

1. Unlike the TAAS tests which have uniform passing standards set by the State Board of Education, the passing standard for this alternative assessment will be set individually for each student by his or her ARD committee.
2. The TAAS pass / fail status can be determined for any given test. For the alternative assessment, pass / fail status depends on meeting a growth standard between two administrations of the test. While

New State Assessments
(cont.)

growth on TAAS for reading and mathematics can be measured by comparing the TLI, that is a calculation independent of the pass / fail status. In contrast, the alternative assessment has been designed solely to measure an individual's growth. Therefore, two assessments are needed: one which will be used as the baseline and a second with which to measure progress against that baseline.

A baseline administration of the alternative special education assessment will be given in the spring of 2001. Growth as measured with the 2002 administration will be reported on the 2001-02 AEIS. The authorizing legislation specifically requires inclusion of the results of those tested on the alternative assessment in the accountability system by 2003; however, it prohibits aggregating results from this assessment by grade and subject.

When this assessment is available statewide, the Texas Education Agency is required to investigate the exemption policies of districts exceeding statutory maximums. (See TEC §39.027 in *Appendix A*.)

READING PROFICIENCY TEST IN ENGLISH. Beginning with a field test in 2000, a reading proficiency test in English (RPTE) will be administered to LEP students in grades 3 – 8 who are not tested on TAAS in English. The baseline administration for this assessment is scheduled for 2001. Because LEP students will be tested in reading proficiency each year, it will be possible to measure growth made by students remaining in Bilingual or ESL programs for more than one year. Focus group members recommended that growth on the RPTE be reported on AEIS as soon as such a measure becomes available in 2002. Neither the assessment itself or directions for its use in the accountability system are mandated by statute.

TAAS AND END-OF-COURSE EXAMINATIONS. At publication, legislation has been introduced in both houses of the Texas Legislature to substantially change the statewide assessment system, beginning in the 2002-03 school year.

Anticipated Developments for 2001 – 2003

Base Indicators

DISTRICT COMPLETION RATES. If authorized by legislative change, expect a longitudinal high school completion rate indicator to be incorporated into the accountability system as a Base Indicator in the ratings evaluation for 2001 and beyond. District-level completion rates for grades 9 – 12 were reported for the first time on 1998 AEIS reports. Student-level enrollment, attendance, dropout, and GED completion information must be linked across four school years to create this measure.

NEW ASSESSMENTS. Performance results from the following state assessments will be incorporated into the rating standards in 2003:

- Alternative Assessment for Special Education Students (grades 3 – 8);
- Reading Proficiency Test in English (grades 3 – 8);
- Any additional assessments mandated by the 76th legislature will begin to be incorporated into the accountability system.

NEW MEASURES. Any additional performance measures mandated by the 76th legislature will begin to be incorporated into the accountability system in 2003. One possible new measure is the rate of success of required student remediation.

Rating Standards

TAAS STANDARDS. The TAAS passing rate standard for the *Academically Acceptable / Acceptable* ratings will continue to be raised in 2001 and beyond, but the schedule for annual increases will not be determined until after the close of the 76th Texas Legislative Session.

END-OF-COURSE EXAMINATIONS. If authorized by legislative change, the commissioner plans to establish a passing rate standard for end-of-course examinations for district- and campus-level *Exemplary* and *Recognized* ratings for the 2001 rating cycle. If the tests remain authorized by statute, the standards would continue to be applied past 2001.

Rating Standards *(cont.)*

DROPOUT RATES AND STANDARDS. Both the indicator used to measure dropouts (see completion rate discussion above) and the standards to be met will be reevaluated for the rating cycles in 2001 and beyond. Dropout standards have remained unchanged since 1994, and the longitudinal rates associated with the current dropout rate standards are high. Even the *Exemplary* standard falls short of the state goal of a five percent longitudinal dropout rate:

Rating	Annual Dropout Rate Standard	Grade 7-12 Estimated Longitudinal Rate
Exemplary	1.0%	5.85%
Recognized	3.5%	19.25%
Acceptable	6.0%	31.01%

Districts should expect the rigor of the standards for the dropout rate indicator(s) used in the accountability system to increase at all rating levels, beginning in the year 2001.

System Safeguards

Because the alternative assessment for special education students will be available, the Texas Education Agency will implement the statutorily-required analysis of district-level exemption rates for special education students, beginning in 2001. (See TEC §39.027 in *Appendix A*.)

Section XII — Additional Information

Calendar for 1998-99

Dates significant to the **1998-99** Accountability System are listed below. Those in boldface type indicate data submission deadlines or test administration dates.

1998	**June 25**	1997-98 PEIMS Submission 3 due (1997-98 Attendance)
	July 30	Last date for districts with traditional calendars to resubmit changes and corrections to 1997-98 PEIMS Submission 3
	September 11	Last date for districts with year-round calendars to resubmit changes and corrections to 1997-98 PEIMS Submission 3
	October 30	Accountability System "as of" date for 1998-99 enrolled students
	December 10	1998-99 PEIMS Submission 1 due (includes Class of 1998 Leavers; 1997-98 Enrollment)
1999	**January 21**	Last date to resubmit changes and corrections to 1998-99 PEIMS Submission 1
	January 22	1998-99 accountability rating and acknowledgment standards and criteria finalized by the commissioner
	February	1997-98 TSSAS award winners announced
	February 23-25	TAAS test administration: exit-level reading, writing, and mathematics (grade 10); writing (grades 4 & 8)
	March 23	Optional TAAS test administration for year-round schools: writing (grades 4 & 8)

1999 *(cont.)*

Early April	*1999 Accountability Manual* and *1999-2000 Alternative Accountability Manual* published and distributed to all districts and schools
Early April	TEA mails 1997-98 annual dropout rates / lists and 1997-98 pairing information to districts
April 14-16	Districts receive exit-level TAAS results for "all students tested" from test contractor
April 27-28	TAAS test administration: reading & mathematics (grades 3-8)
April 29-30	TAAS test administration: social studies and science (grade 8)
April 30	Pairing information due to the Texas Education Agency
Mid-May (various)	Districts administer end-of-course examinations during two-week period prior to completion of the course
May 14-21	Districts receive TAAS results for "all students tested" in grades 3 - 8 from test contractor
June 1-4	Optional TAAS testing for year-round education (YRE) schools: reading & mathematics (grades 3-8); science & social studies (grade 8)
Mid-June *[Target Date = June 16]*	Districts receive: ◆ Accountability Data Table (Part I) with attendance, dropout rates, college admissions results, and TAAS / TASP equivalency, from TEA ◆ Accountability Data Table (Part II) for spring TAAS administration, from test contractor ◆ List of 1998-99 schools scheduled to be evaluated under the alternative education optional procedures, from TEA
Late June	After receipt of Accountability Data Tables by districts, TEA begins accepting appeals
July 1-9	Districts receive TAAS results for "all students tested " in grades 3 - 8 tested in the YRE optional administration from test contractor
July 30	Districts receive TAAS end-of-course results from test contractor
August 1	Last day for districts to submit appeals to substitute 1998-99 attendance if they are to be resolved before the 1999 accountability ratings are issued

1999 *(cont.)*	Early August *[Target Date = August 6]*	Districts receive Accountability Data Table (Part II) for YRE optional TAAS administration from test contractor
	August 16	TEA issues district and campus (both traditional and year-round calendar) accountability ratings and acknowledgments; Accountability Data Tables are posted to the TEA website.
	September 10	Last day for districts to appeal 1999 ratings
	Late October	TEA issues 1998-99 AEIS reports to all districts and campuses
	Late November	TEA provides the 1998-99 School Report Card to all campuses
	Winter 1999 / 2000	1998-99 TSSAS award winners announced

Calendar for 1999-2000

Dates significant to the **1999-2000** Accountability System are listed below. Those in boldface type indicate data submission deadlines or test administration dates.

1999	**June 24**	1998-99 PEIMS Submission 3 due (1998-99 Attendance)
	July 29	Last date for districts with traditional calendars to resubmit changes and corrections to 1998-99 PEIMS Submission 3
	September 10	Last date for districts with year-round calendars to resubmit changes and corrections to 1998-99 PEIMS Submission 3
	October 29	Accountability System "as of" date for enrolled students
	December 9	1998-99 PEIMS Submission 1 due (includes 1998-99 Leavers; 1999-2000 Enrollment)
2000	**January 20**	Last date to resubmit changes and corrections to 1999-2000 PEIMS Submission 1
	February 22-24	TAAS test administration: exit-level reading, writing, and mathematics (grade 10); writing (grades 4 & 8)

2000 *(cont.)*

March 21	Optional TAAS test administration for year-round schools: writing (grades 4 & 8)
April 12-14	Districts receive exit-level TAAS results for "all students tested" from test contractor
April 11-12	TAAS test administration: reading & mathematics (grades 3-8)
April 13-14	TAAS test administration: social studies and science (grade 8)
April 28 – May 5	Districts receive TAAS results for "all students tested" in grades 3 - 8 from test contractor
Mid-May (various)	Districts administer end-of-course examinations during two-week period prior to completion of the course
May 16 – 19	Optional TAAS testing for year-round education schools: reading & mathematics (grades 3-8); science & social studies (grade 8)
Early June	Districts receive: ♦ Accountability Data Table (Part I) with attendance, dropout rates, college admissions results, and TAAS / TASP equivalency, from TEA ♦ Accountability Data Table (Part II) for spring TAAS administration ♦ List of 1999-2000 schools scheduled to be evaluated under the alternative education optional procedures, from TEA
June 15 – 23	Districts receive TAAS results for "all students tested" in grades 3 - 8 tested in the YRE optional administration from test contractor
Mid-July	Districts receive Accountability Data Table (Part II) for YRE TAAS administration
July 28	Districts receive TAAS end-of-course results from test contractor
August *Day To Be Determined*	TEA issues district and campus (both traditional and year-round calendar) accountability ratings and acknowledgments
October	TEA issues 1999-2000 AEIS reports to all districts and campuses;
November	TEA provides the 1999-2000 School Report Card to all campuses

Dropout Reporting and Policy

Dropout Reporting

1987-88 to 1989-90. Legislation requiring the collection of dropout information was passed in 1987 as House Bill 1010. When the Texas Education Agency initiated the dropout collection through PEIMS, districts were required to identify student dropouts uniquely, by reporting student ID, name, sex, ethnicity, economic status, campus of enrollment, and up to three reasons for leaving school. Over time, the list of reasons available has been expanded and refined. Districts also separately reported student-level information on graduates, beginning with the class of 1988.

1990-91 to 1997-98. Beginning in 1990-91, districts were required to identify all students enrolled, in addition to dropouts and graduates. This additional information permitted the development of the dropout recovery system described later in this subsection.

Since dropouts have been reported on PEIMS, districts reported those students who had enrolled in the district at any time during the prior school year and had not reenrolled or withdrawn with appropriate documentation by the PEIMS Submission 1 due date of the *next* school year. Therefore, if a student dropped out of school in November, the district had until December of the following year to locate the student and ascertain that he or she was continuing his or her education. That status could be updated as late as the PEIMS Submission 1 resubmission deadline.

Leaver Record Reporting

Beginning with the 1998-99 school year, districts must report the status of all students who were enrolled in grades 7 – 12 in the district during the prior school year on one of two PEIMS records. Those students are reported as:

- enrolled in the district the fall of the current school year. These students are reported on the enrollment record;
- graduated. These students are reported on the leaver record;
- deceased. These students are reported on the leaver record;
- leaving school with appropriate documentation for their continued educational progress. These students are reported on the leaver record; or

Leaver Record Reporting *(cont.)*

- leaving school without appropriate documentation for continuing their education, or are known to have dropped out of school. These students are reported on the leaver record.

For those students not returning, districts have almost 70 reason codes defined in the *PEIMS Data Standards* to describe the circumstances under which the student left school.

Dropout Recovery

1993-94 to 1997-98. Beginning in 1994, TEA incorporated several significant changes in the way dropouts are counted and in the methodology for determining the dropout rate.

- The dropout recovery process at the state level removes dropouts from the count if they:
  - have received a GED certificate and appear on the agency's automated GED file at the time the recovery procedures are run (this usually occurs in March following the fall PEIMS submission);
  - are located in enrollment at a public school somewhere in the state, according to the attendance and enrollment data submitted through PEIMS;
  - have graduated within the last year.

In addition, starting with the 1994 accountability cycle, although a student is reported each time he or she drops out, for accountability purposes, a student is counted only once as a dropout in his or her lifetime. Although dropout information has been collected since 1987-88, this type of recovery applies only back to 1990-91, because that was the first year that student-level identification data were collected along with the dropout record. Note that developments in the dropout recovery system are not retroactive; prior year measures are not adjusted for categories removed in subsequent years.

1998-99 and Beyond. Beginning in 1998-99, the dropout recovery system was restructured to accommodate its new data source: the new PEIMS Leaver Record. However, **the basic methodology of the state-level dropout recovery process has remained unchanged.**

Dropout Measures

What the Texas Education Agency currently reports and uses in its accountability rating system is an *actual annual dropout rate* for grades 7 – 12. Texas law defines the grade span and use of this dropout rate. Including grades 7 and 8 in the computations assures that middle school dropouts, particularly those summer dropouts between 8th and 9th grades, are reflected in the counts.

Dropout Measures *(cont.)*

The calculation used since 1994 to derive this measure is total dropouts (grades 7 – 12) divided by cumulative enrollment (grades 7-12). Cumulative enrollment is the non-duplicated count of all students reported in attendance during any six-week reporting period in a given year. This more closely parallels the numerator, which includes all dropouts counted for that school year.

Eligibility for End-of-Course Credits

1999 is the first year that a district or high school will receive credit in the calculation of its 1999 TAAS percent passing for grade 10 students who have fulfilled the testing requirement for graduation by passing selected end-of-course (EOC) examinations. To receive the credit, the following events must occur:

- **END-OF-COURSE EXAMINATIONS.** Prior to the spring 1999 TAAS administration, a 10th grade student must have taken and passed the necessary end-of-course examinations: English II, Algebra I, and either Biology or United States History. It does not matter that the student passed some of the examinations in prior grades. Students who meet the graduation testing requirement after the spring 1999 TAAS administration are not eligible to be credited in the percent passing calculations.
- **TAAS ANSWER DOCUMENT.** The district must grid the "O" (Other) score code for all three subject areas, and grid the "EOC" field on the student's TAAS answer document.
- **VERIFICATION.** The test contractor will verify from its longitudinal history files whether or not the student has actually fulfilled the graduation testing requirement via end-of-course examinations.
- **ACCOUNTABILITY SUBSET.** Just as for TAAS test takers, only those 10th graders enrolled in the district since the PEIMS "as of" date will be included in the accountability subset of results. Credit will be given for reading, mathematics, and writing.

For example, a student passing the Algebra I examination in grade 8, the Biology examination in grade 9, and the English II examination in December of grade 10 will have met the testing requirement prior to the spring TAAS administration. If this student does not test on TAAS, has the TAAS answer document coded appropriately, and was enrolled in the district in October, then the district and high school will receive credit for the student in the calculation of the passing percents used to determine the 1999 accountability ratings.

If a student takes *any exit-level TAAS test* in the spring 1999 administration even though he or she has already fulfilled the graduation testing requirement with end-of-course examinations, then TAAS results will be used in the accountability system if October subset criteria are met.

EOC Credit
(cont.)

Students for whom the district and high school receive EOC credit will not be included in the calculation of the high school's Comparable Improvement measures since there is no way to measure TLI growth. These students also cannot receive a Texas Academic Skills Program (TASP) exemption based on TAAS, since there are no exit-level scores to evaluate.

Questions about eligibility for the EOC credit should be directed to the Texas Education Agency Division of Student Assessment. (See *Section XIV, Appendix D* for contact information.)

Student Group Identification Sources

For most indicators, student-level demographics are used to disaggregate the "all students" totals into the four student groups used in the accountability system. The source of this grouping information varies depending upon the indicator.

Ethnicity

The source of ethnicity for each indicator is detailed below. Students who are coded as Native American or Asian / Pacific Islander are included in the "all students" measures only; they do not impact the African American, Hispanic, or White student group results.

TAAS	Ethnicity coded on the 1999 TAAS answer documents is used to disaggregate results. In most cases, the information is precoded from the district's 1998-99 PEIMS Submission 1 records. Any changes made on the answer document to the ethnic code override the precoded information for TAAS data files only; they do not affect the student's PEIMS information.
Dropouts	Denominator: Each student in grades 7 – 12 reported on 1997-98 PEIMS Submission 3 (record type 400) is included in the denominator. Ethnicity is derived from PEIMS Submission 3 demographic records (record type 101.) Numerator: Unrecovered dropouts reported on 1998-99 PEIMS Submission 1 leaver record (record type 203) are included in the numerator. Ethnicity is made consistent between the denominator and numerator records when students can be matched, with the denominator value taking precedence. Otherwise, a dropout's ethnicity comes from 1998-99 PEIMS Submission 1, on record type 101.

Ethnicity *(cont.)*

Attendance	Not Applicable for ratings; this is an "all students" measure only. For AEIS disaggregations, ethnicity is derived from the 1997-98 PEIMS Submission 3 (record type 101.)
College Admissions Results	The ethnicity of 1998 graduates is determined from the student demographic (101) record on 1998-99 PEIMS Submission 1. If students taking college admissions tests cannot be matched to PEIMS, then ethnicity is derived from the records provided by the two testing companies.
TAAS / TASP Equivalency	The ethnicity of 1998 graduates is determined from the student demographic (101) record on 1998-99 PEIMS Submission 1.
Comparable Improvement (CI)	Not Applicable. CI mathematics and CI Reading are "all students" measures.

Economically Disadvantaged Status

A student may be identified as economically disadvantaged by the district if he / she:

- meets eligibility requirements for:
    - the federal free or reduced price lunch programs;
    - Title II of the Job Training Partnership Act (JTPA);
    - Food Stamp benefits;
    - Aid to Families with Dependent Children (AFDC) or other public assistance;
- received a Pell grant or funds from other comparable state program of needs-based financial assistance; or
- is from a family with an annual income at or below the official federal poverty line.

Economically disadvantaged status is not maintained on the PID record, but is reported on some PEIMS collections of student information. The source of this status for each indicator is detailed in the text following:

TAAS	Economically disadvantaged status coded on the 1999 TAAS answer documents is used to disaggregate results. The information is precoded from the district's 1998-99 PEIMS Submission 1. Any changes made on the answer document to the status code override the precoded information for TAAS data only; they do not affect the student's PEIMS information.

Economically Disadvantaged Status *(cont.)*

Dropouts

Denominator: All students in grades 7 – 12 reported on the 1997-98 PEIMS Submission 3 (record type 400) are included in the denominator.

- For those students reported in enrollment in the fall of the 1997-98 school year, economic disadvantaged status is derived from 1997-98 PEIMS Submission 1 (record type 110.)
- Those students who were NOT reported in enrollment in any district on 1997-98 PEIMS Submission 1 cannot to be coded as economically disadvantaged.
- If a student is reported in membership at multiple districts or campuses over the 1997-98 school year, the economic disadvantaged status is assumed constant over the entire year. If the student is economically disadvantaged at any district or campus, he / she will be deemed economically disadvantaged at all districts and campuses.

Numerator: Unrecovered dropouts reported on the 1998-99 PEIMS Submission 1 leaver record (record type 203) constitute the numerator. Economic disadvantaged status from the denominator record is assigned to the dropout. The economic status reported on the leaver record is used only if a matching denominator record is not found.

Attendance

Not Applicable for ratings; this is an "all students" measure only. For AEIS disaggregations, economically disadvantaged status is derived from 1997-98 PEIMS Submission 1 enrollment records (record type 110), if student IDs can be matched. Those that cannot be matched are assumed not to be economically disadvantaged.

College Admissions Results

Not Applicable. Socio-economic status for college admission testing participants is not available.

TAAS / TASP Equivalency

Exit-level TAAS answer documents are the source for the economically disadvantaged status for this calculation.

Comparable Improvement (CI)

Not Applicable. CI mathematics and CI Reading are "all students" measures.

Special Education Status

Special Education status is not used to disaggregate student groups for accountability ratings and acknowledgments; it is used only to disaggregate information reported on AEIS reports and the School Report Card. The source of this status for each indicator is detailed below.

TAAS

Special education status coded on the 1999 TAAS answer documents is used to disaggregate results into special education and non-special education results for AEIS reports only. If the special education field of the answer document is not coded (*i.e.*, is left blank) the student is assumed to be non-special education. Special Education status is precoded on the answer document from the 1998-99 district's PEIMS Submission 1 enrollment records (record type 110), but any changes made on the answer document to the status code override the precoded information *for TAAS data only*. Any such changes do not affect the student's PEIMS information.

Dropouts

Dropout rates include both special education and non-special education students. Special education status is not used to eliminate any students from either the numerator or denominator of the calculations. However, special education status from the 1997-98 PEIMS Submission 1 enrollment record (record type 110) is used to identify special education dropouts in order to disaggregate rates on AEIS reports. The special education status reported on the leaver record (record type 203) is used only if a matching denominator record is not found.

Attendance

Attendance rates used for ratings include both special education and non-special education students. On AEIS reports, special education status reported on 1997-98 PEIMS Submission 3 is used to disaggregate rates. A student reported as special education in any six-weeks period is considered as special education for this AEIS calculation.

College Admissions Results

Since students do not report special education status to the college testing companies, all results for Texas public schools are included in the count of examinees. However, those students reported as special education graduates on the 1998-99 PEIMS Submission 1 leaver record (record type 203), or who are reported as special education in all six-weeks periods on the 1997-98 PEIMS Submission 3, are removed from the count of total graduates used in the denominator of the percent tested calculation.

Special Education Status *(cont.)*

TAAS / TASP Equivalency	The special education status of a graduate is determined from the 1998-99 PEIMS Submission 1 leaver record (record type 203) for reporting purposes only..
Comparable Improvement	Special education students tested on TAAS in 1999 and whose results are included in the accountability subset will be included in the Comparable Improvement evaluation if they can be matched to prior year TAAS results. These students are not identified separately in the CI report as this is an "all students" measure.

Recommended High School Program

The State Board of Education has by rule defined the graduation requirements for Texas public school students. The rule, updated in July 1998, specifies specific subject area and course requirements for three levels: minimum requirements, the Recommended High School Program (RHSP), and the Distinguished Achievement Program (DAP). Students who complete the requirements of the two more rigorous programs receive special acknowledgment on their high school diplomas.

The RHSP and DAP have been designed to prepare students for any post-secondary endeavor — higher education, the workforce, or the military. The programs emphasize strong grounding in both the arts and sciences since an increasing percentage of entry-level positions require technical, verbal, and written skills. The class of 1998 was the first graduating class to complete all four years of high school with the RHSP and DAP criteria in place.

Minimum graduation requirements are contrasted with the Recommended High School Program and the Distinguished Achievement Program in Table 4. For additional detail on specific course options available, reference the State Board of Education rule (19 *Texas Administrative Code*, §74.b) and the *19 TAC Chapter 74 Handbook* through the Texas Education Agency's website at **http://www.tea.state.tx.us/**

TABLE 4: Texas High School Graduation Requirements (*22 Credit Minimum*)

	Minimum Requirements	**Recommended High School Program**	**Distinguished Achievement Program**
ENGLISH	4 credits	4 credits	4 credits
MATHEMATICS	3 credits (must include *Algebra I*)	3 credits (must include *Algebra I, Algebra II*, and *Geometry*)	3 credits (must include *Algebra I, Algebra II*, and *Geometry*)
SCIENCE	2 credits (must include one of: *Biology, Chemistry*, or *Physics*)	3 credits (must include three of: *Integrated Physics and Chemistry, Biology, Chemistry*, or *Physics*)	3 credits (must include three of *Integrated Physics and Chemistry, Biology, Chemistry*, or *Physics*)
SOCIAL STUDIES	2½ credits *World History Studies* OR *World Geography Studies* (1 credit), *US History Studies Since Reconstruction* (1 credit), and *US Government* (½ credit)	3½ credits *World History Studies* (1 credit), *World Geography Studies* (1 credit), *US History Studies Since Reconstruction* (1 credit), and *US Government* (½ credit)	3½ credits *World History Studies* (1 credit), *World Geography Studies* (1 credit), *US History Studies Since Reconstruction* (1 credit), and *US Government* (½ credit)
ECONOMICS	½ credit	½ credit	½ credit
LANGUAGES OTHER THAN ENGLISH	none	2 credits in same language	3 credits in same language
HEALTH EDUCATION	½ credit	½ credit	½ credit
PHYSICAL EDUCATION	1½ credits	1½ credits	1½ credits
FINE ARTS	none	1 credit	1 credit
TECHNOLOGY APPLICATIONS	1 credit	1 credit	1 credit
SPEECH	½ credit	½ credit	½ credit
ELECTIVES	1 credit (academic) Must be selected from *World History Studies, World Geography Studies*, or any science course approved by the SBOE 5½ credits (any)	3½ credits: OPTION 1: Math / Science OPTION 2: Career and Technology OPTION 3: Academic	2½ credits: OPTION 1: Math / Science OPTION 2: Career and Technology OPTION 3: Academic
ADVANCED MEASURES	none	none	Must achieve a combination of four (4) of the advanced measures approved by the SBOE.
SUBSTITUTIONS	Advanced Placement (AP) or International Baccalaureate (IB) course equivalents may be substituted.		

Expected Updates

1999

There are no expected updates to 1999 accountability system rating and acknowledgment processes after the publication of this manual.

Information on the 1998-99 Texas Successful Schools Award System will be provided as criteria are finalized and winners determined. Award notification will occur during the winter of 1999 / 2000.

2000 and Beyond

Information on the impact on the assessment and accountability system of new legislation passed by the 76th Texas Legislature will be provided to districts over the summer.

Accessing Accountability Information on the Internet

How to Access the TEA Website

Accountability information produced by the Texas Education Agency can be accessed on the internet.

1. Use this URL to access the website of the Texas Education Agency Division of Performance Reporting: **http://www.tea.state.tx.us/perfreport/**
2. Select a topic of interest *(See following.)*

What's Available on the Web

Overview of Web Products

Accountability-related information on the TEA website continues to be improved and enhanced. Campus and district information prepared as part of the Academic Excellence Indicator System is available on-line. District and / or campus information can be downloaded for some web products. Topics on the web include:

- AEIS Reports.
- Accountability Ratings.
- Related Information.

AEIS Information on the Web

Information specific to the **AEIS system** posted on the Internet includes:

Information	Years Available
About AEIS — an overview of the AEIS system and its data sources	*current*
State Report — reproductions of annual state AEIS report Region Reports — reproductions of annual education service center AEIS reports District Reports — reproductions of annual district AEIS reports [*downloadable data available*] Campus Reports — reproductions of annual district AEIS reports [*downloadable data available*]	1998-99 (available 11/99) 1993-94 through 1997-98
Multi-Year History — a table presenting selected performance and profile indicators over four years, for a campus, a district, or the state	1993-94 through 1997-98 1998-99 to be added 11/99
Comparable Improvement — campus reports showing the 40-member comparison groups with campus characteristics and campus CI performance in TAAS reading and mathematics	1999 (available 8/99) 1996 through 1998
TAAS Participation Profile — Detailed information about the percent of students tested and not tested on the spring Texas Assessment of Academic Skills (TAAS) tests in grades 3-8, and 10. *Students Tested* are further characterized as included in accountability evaluations, or tested but excluded from accountability evaluations for various policy reasons. *Students Not Tested* are identified as special education exempt, limited-English proficient exempt, absent, or other.	1999 (available 11/99) 1996 –1998

Related Information on the Web

Other information related to accountability and performance is posted on the Internet:

Information	Years Available
Snapshot — a general overview of the Texas public education system provided through district summaries of student, staff, finance, and performance data items. This publication has been produced annually since 1987-88. The approximately 90 district data elements can be downloaded.	1997-98 [*data / narrative*] 1996-97 [*data / narrative*] 1995-96 [*data only*] 1994-95 [*data only*]
Pocket Edition: Texas Public School Statistics — a pocket-sized state summary of information about districts and schools, students, graduates and dropouts, staff, finances, student performance, accountability ratings, and the State Board of Education.	1991-92 through 1997-98

Accountability Ratings on the Web

Information specific to the **accountability ratings** posted on the Internet includes:

Information	Years Available
District Summary — lists ratings and acknowledgments for a district and all its campuses for the chosen year	1999 (available 8/99) 1994 – 1998
County Summary — lists all ratings and acknowledgments for districts and campuses within a particular county for a particular year	1999 (available 8/99) 1994 – 1998
Statewide Ratings List — provides school and district ratings sorted by rating category. For example, a list of *Exemplary* campuses can be produced.	1999 (available 8/99) 1994 – 1998
Ratings History — lists four years of ratings for a district and its campuses	1995 – 1998
Ratings History Table — provides statewide counts of districts and schools earning each rating over multiple years	1995 – 1998
Accountability Data Tables — provides performance on the indicators used to determine the current year accountability ratings for districts and campuses. Small numbers are masked. A data table with state totals is also available.	1999 (available 8/99) 1998
Accountability Manual — describes in detail how accountability ratings and acknowledgments are determined. Information considered to be of general interest to those interested in the accountability system is also included.	1999 (available 4/99) 1997 – 1998 1996 [Parts 1 and 2]

Comments and Questions

Comments about the *development of the Texas public school accountability system* should be addressed to:

Address: Criss Cloudt, Associate Commissioner
for Policy Planning and Research
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Phone: (512) 463-9701
FAX: (512) 475-3499
E-mail: ccloudt@tmail.tea.state.tx.us

Comments and questions about the *determination of accountability ratings* should be addressed to:

Address: Cherry Kugle, Senior Director
Division of Performance Reporting
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Phone: (512) 463-9704
FAX: (512) 475-3584
E-mail: perfrept@tmail.tea.state.tx.us

Section XIII — Accountability System Facts

The Texas public school accountability system has been in place since 1993. This system depends upon the existence of a statewide curriculum, a statewide assessment system based on that curriculum, a comprehensive data collection system, and a set of statutes that have essentially remained stable over the past five years. This stability permits analysis of statewide change in performance on the academic excellence indicators, as well as on the accountability system outcomes. In preparation for the ratings release each August, the Texas Education Agency annually prepares a number of summary documents which may be of general use to educators as well as the press. A variety of these analyses are provided in this section.

Rating Trends

Each year, more districts and campuses have earned the highest ratings, and the number of low-performing districts and schools has declined. These trends have occurred even as the standards for both the *Recognized* and *Acceptable* ratings have increased. Information about 1998 districts and schools is provided below:

- ***Exemplary***
  In 1998, the number of schools rated *Exemplary* increased by 150 percent over the number earning that rating in 1997, and increased by 15-fold over the number earning that rating in 1994.
- ***Recognized***
  In 1998, the number of schools rated *Recognized* increased only slightly over the number earning that rating in 1997, and increased by six fold over the number earning that rating in 1994;
- ***Academically Unacceptable / Low-performing***
  Of the schools rated *Low-performing* in 1998, the majority received the rating due to poor performance on TAAS, particularly TAAS mathematics. Approximately one-third received the rating due to high dropout rates.

Rating Trends

- ***Percent Tested***
  In 1998, the percent of all students tested in grades 3 – 8, and 10 increased over the percent tested in 1997. Conversely, the percent of students exempted from TAAS decreased. 76 percent of all students enrolled on the day of testing were included in the accountability subset of students used to determine ratings.

Facts Provided

The charts and tables provided in this section are listed below. In some cases, similar district and campus information is available on the TEA website. (See Section XII, *Additional Information* for details.)

- Accountability Indicators and Standards, 1994 to 1998;
- State Performance on Accountability Indicators, 1993 to 1998
- District Ratings, 1994 to 1998
- Campus Ratings, 1994 to 1998
- 1998 Campus Ratings by School Type
- 1998 Ratings with Enrollment Summaries
- Reasons for Being Rated *Academically Unacceptable / Low-performing*: 1994 to 1998
- 1998 Acknowledgment on Additional Indicators
- 1998 Campus Comparable Improvement Quartiles by Rating Category
- 1998 TAAS Participation Profile *[Chart]*
- 1998 TAAS Participation Profile, by Rating Category *[Table and Charts]*

ACCOUNTABILITY INDICATORS AND STANDARDS 1994 TO 1998

	1994	1995	1996	1997	1998
TAAS PASSING STANDARDS (GR. 3-8, 10) ***[for all students and each individual student group]***					
Exemplary	>=90.0%	>=90.0%	>=90.0%	>=90.0%	>=90.0%
Recognized	>=65.0%	>=70.0%	>=70.0%	>=75.0%	>=80.0%
*Academically Acceptable * / Acceptable*	>= 25.0%	>= 25.0%	>= 30.0%	>= 35.0%	>= 40.0%
*Academically Unacceptable * / Low-performing*	< 25.0%	< 25.0%	<30.0%	<35.0%	<40.0%
DROPOUT RATE STANDARDS (GR. 7–12) ***[for all students and each individual student group]***					
Exemplary	<=1.0%	<=1.0%	<=1.0%	<=1.0%	<=1.0%
Recognized	<=3.5%	<=3.5%	<=3.5%	<=3.5%	<=3.5%
*Academically Acceptable * / Acceptable*	n / a	< = 6.0%	< = 6.0%	< = 6.0%	< = 6.0%
*Academically Unacceptable * / Low-performing*	n / a	>6.0%	>6.0% ☆	>6.0% ☆	>6.0% ☆
ATTENDANCE RATE STANDARD (GR. 1-12) †	>=94.0%	>=94.0%	>=94.0%	>=94.0%	>=94.0%
SUSTAINED PERFORMANCE ***[for all students and each individual student group]***	exceed 93 TAAS state averages	n / a	n / a	n / a	n / a
AT WHAT LEVELS OF PERFORMANCE REQUIRED IMPROVEMENT IS ANALYZED ***[for all students and each individual student group]***					
To Be Rated *Recognized*: *TAAS Reading, Mathematics, and Writing*	65.0% - 89.9%	70.0% - 79.9%	70.0% - 79.9%	75.0% - 79.9%	N / A
To Avoid *Academically Unacceptable / Low-performing*					
TAAS Reading, Mathematics, and Writing	< 25.0%	< 25.0%	< 30.0%	< 35.0%	< 40.0%
Dropout Rate	n / a	> 6.0%	> 6.0%	> 6.0%	> 6.0%

☆ Special conditions for a single dropout rate exceeding the 6.0 percent standard apply.

† The attendance rate standard is waived for the *Academically Acceptable / Acceptable* rating if failure to meet that standard would be the sole reason that the school would be *Low-performing* or the district *Academically Unacceptable*.

* In 1994 - 1996, the district ratings used were: *Exemplary, Recognized, Accredited,* and *Accredited Warned.* A statutory change in 1997 resulted in use of the current labels.

STATE PERFORMANCE ON ACCOUNTABILITY INDICATORS: 1993 TO 1998

Base Indicator	1993 †	1994 ‡	1995 ‡	1996 ‡	1997 ‡	1998 ‡	Chg: 94-98
TAAS Results, *summed across grades [accountability subset]*							
Low-performing Standard	20% [ATT]	25%	25%	30%	35%	40%	+15%
READING							
All Students	69.8%	76.5%	78.4%	80.4%	84.0%	87.0%	+10.5%
African American	51.3%	60.2%	63.0%	66.8%	73.2%	78.2%	+18.0%
Hispanic	54.1%	64.9%	67.9%	70.3%	75.3%	79.5%	+14.6%
White	83.5%	87.2%	88.4%	90.0%	92.4%	94.2%	+7.0%
Economically Disadvantaged	51.3%	62.9%	66.1%	68.4%	73.7%	78.4%	+15.5%
MATHEMATICS							
All Students	53.6%	60.5%	65.9%	74.2%	80.1%	84.2%	+23.7%
African American	30.1%	38.1%	43.8%	55.0%	64.1%	70.5%	+32.4%
Hispanic	37.2%	47.1%	52.3%	63.9%	71.8%	77.7%	+30.6%
White	68.3%	73.3%	79.2%	85.0%	89.5%	91.9%	+18.6%
Economically Disadvantaged	35.2%	45.0%	51.4%	62.3%	70.5%	76.1%	+31.1%
WRITING							
All Students	79.8%	79.0%	82.0%	82.9%	85.3%	87.4%	+8.4%
African American	68.1%	65.8%	70.5%	72.8%	76.1%	80.4%	+14.6%
Hispanic	69.0%	69.6%	73.4%	74.2%	77.6%	80.9%	+11.3%
White	89.2%	87.6%	89.7%	90.5%	92.5%	93.4%	+5.8%
Economically Disadvantaged	67.6%	67.7%	71.5%	72.9%	76.0%	79.7%	+12.0%
Annual Dropout Rate, Gr. 7-12							
All Students	3.8%	2.8%	2.6%	1.8%	1.8%	1.6%	-1.2%
African American	4.8%	3.6%	3.2%	2.3%	2.3%	2.0%	-1.6%
Hispanic	5.5%	4.2%	3.9%	2.7%	2.5%	2.3%	-1.9%
White	2.5%	1.7%	1.5%	1.2%	1.1%	1.0%	-0.7%
Economically Disadvantaged	3.5%	2.9%	2.7%	1.9%	1.7%	1.6%	-1.3%
Attendance Rate, Grades 1-12	95.1%	94.9%	95.1%	95.1%	95.1%	95.2%	+0.3%

† 1993 performance is not comparable to later years because: 1) all subjects of TAAS were administered to grades 4, 8, and 10; and 2) the dropout rate methodology differed from that used in 1994 and beyond.

‡ TAAS reading and mathematics were administered to grades 3-8, and 10; TAAS writing was administered to grades 4, 8, and 10.

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State Performance on Accountability Indicators: 1993 to 1998 *(continued)*

Additional Indicator	1993 [Class of 1992]	1994 [Class of 1993]	1995 [Class of 1994]	1996 [Class of 1995]	1997 [Class of 1996]	1998 [Class of 1997]	Change
College Admissions Test Results]							
PERCENT TESTED *[change: 1993 – 1998]*							
All Students	63.6%	64.2%	64.8%	64.8%	64.7%	63.6%	0.0
African American	56.3%	58.8%	59.7%	59.1%	60.1%	58.2%	+1.9
Hispanic	49.2%	49.5%	49.0%	49.3%	48.8%	46.9%	–2.3
White	69.3%	69.4%	71.0%	71.2%	71.1%	70.6%	+1.3
PERCENT EXCEEDING THE CRITERION SCORE *[change: 1997 – 1998]*							
All Students	16.1%*	17.2%*	17.4%*	18.0%*	26.3%	26.6%	+0.3
African American	3.5%*	4.3%*	4.7%*	5.0%*	6.8%	7.1%	+0.3
Hispanic	5.3%*	5.4%*	5.4%*	5.7%*	10.1%	10.9%	+0.8
White	22.6%*	24.1%*	24.8%*	25.5%*	34.6%	34.6%	0.0
MEAN SAT I SCORE** *[change: 1997 – 1998]*							
All Students	—	—	—	—	993	992	–1
African American	—	—	—	—	852	849	–3
Hispanic	—	—	—	—	908	907	–1
White	—	—	—	—	1043	1044	+1
MEAN ACT SCORE *[change: 1993 – 1998]*							
All Students	19.9	20.1	20.1	20.0	20.1	20.1	+0.2
African American	17.1	17.2	17.2	17.2	17.1	17.2	+0.1
Hispanic	18.0	18.1	18.0	18.0	17.9	18.0	0.0
White	21.1	21.3	21.4	21.3	21.4	21.4	+0.3
TAAS / TASP Equivalency‡ *[change: 1996 – 1998]*							
All Students	—	—	—	39.9%	40.0%	42.4%	+2.5
African American	—	—	—	19.1%	19.2%	21.1%	+2.0
Hispanic	—	—	—	23.7%	24.1%	26.4%	+2.7
White	—	—	—	51.6%	51.2%	54.4%	+2.8
Economically Disadvantaged	—	—	—	20.9%	22.0%	24.1%	+3.2

* For the classes of 1992 - 1995, the percent exceeding the criterion score was based on *graduates*. Beginning with the class of 1996, the measure is based on *college admission test examinees*.

** Scores on the recentered SAT I were reported for the first time for the class of 1996. Comparisons to previous SAT scores are invalid.

‡ TAAS / TASP equivalency standards were modified for the class of 1995. Comparisons to previous measures are invalid.

State Performance on Accountability Indicators: 1993 to 1998 *(continued)*

Additional Indicator *(cont.)*	1993 [Class of 1992]	1994 [Class of 1993]	1995 [Class of 1994]	1996 [Class of 1995]	1997 [Class of 1996]	1998 [Class of 1997]	Change
Recommended High School Program† *[change: 1996 – 1998]*							
All Students	n / a	n / a	n / a	0.3%	0.5%	1.4%	+1.1
African American	n / a	n / a	n / a	0.4%	0.2%	1.1%	+0.7
Hispanic	n / a	n / a	n / a	0.1%	0.6%	1.1%	+1.0
White	n / a	n / a	n / a	0.4%	0.5%	1.6%	+1.2
Economically Disadvantaged	n / a	n / a	n / a	0.2%	0.6%	1.2%	+1.0

† The class of 1998 will be the first for which the State Board of Education's Recommended High School Program requirements are fully implemented.

DISTRICT RATINGS: 1994 to 1998

District Rating	1994		1995		1996		1997		1998	
	Count	% of Districts	Count	% of Districts	Count	% of Districts	Count	% of Districts	Count	% of Districts
Exemplary	6	0.6%	14	1.3%	37	3.5%	64	6.1%	120	11.5%
Recognized	54	5.2%	137	13.1%	209	20.0%	322	30.9%	329	31.6%
Academically Acceptable	983	94.0%	860	82.3%	788	75.5%	650	62.3%	585	56.1%
Academically Unacceptable	3	0.3%	34	3.3%	8	0.8%	4	0.4%	6	0.6%
*Unacceptable: SAI **	0	0.0%	0	0.0%	2	0.2%	3	0.3%	2	0.2%
Total	1,046	100.0%	1,045	100.0%	1,044	100.0%	1,043	100.0%	1,042	100.0%

* *Special Accreditation Investigation.*

CAMPUS RATINGS: 1994 – 1998

Campus Rating	1994		1995		1996		1997		1998	
	Count	% of Campuses	Count	% of Campuses	Count	% of Campuses	Count	% of Campuses	Count	% of Campuses
Exemplary	67	1.1%	255	4.1%	394	6.2%	683	10.5%	1,048	15.7%
Recognized	516	8.4%	1,004	16.1%	1,309	20.6%	1,617	24.8%	1,666	25.0%
Acceptable	5,176	84.1%	4,347	69.9%	4,127	64.9%	3,679	56.5%	3,365	50.5%
Low-performing	54	0.9%	267	4.3%	108	1.7%	67	1.0%	59	0.9%
Not Rated (PK – K)	85	1.4%	94	1.5%	111	1.7%	120	1.8%	118	1.8%
*Not Rated (Charter) **	0	0.0%	0	0.0%	0	0.0%	16	0.2%	3	0.0%
Alternative Education	254	4.1%	253	4.1%	309	4.9%	331	5.1%	406	6.1%
AE: Acceptable	n / a		n / a		n / a		284	*[4.4%]*	316	*[4.7%]*
AE: Needs Peer Review	n / a		n / a		n / a		47	*[0.7%]*	67	*[1.0%]*
AE: Not Rated	254		253		309		0	*[0.0%]*	23	*[0.3%]*
Total	6,152	100.0%	6,220	100.0%	6,358	100.0%	6,513	100.0%	6,665	100.0%

* *Charters are not rated in their first year of operation.*

1998 CAMPUS RATINGS BY SCHOOL TYPE

Rating	Elementary	Middle / Jr. High	High School	Multi-level	Total
Exemplary	730	140	133	45	1,048
Recognized	1,026	309	270	61	1,666
Acceptable	1,790	841	642	92	3,365
Low-performing	26	8	19	6	59
Not Rated (PK – K)	115	0	0	3	118
*Not Rated (Charter) **	0	2	1	0	3
Alternative Education	5	28	293	80	406
TOTAL	3,692	1,328	1,358	287	6,665

* *Charters are not rated in their first year of operation*

1998 RATINGS WITH ENROLLMENT SUMMARIES

Rating	DISTRICT				CAMPUS			
	Count	% of Districts	1998 Enrollment	% of Total Enrollment	Count	% of Campuses	1998 Enrollment	% of Total Enrollment
Exemplary	120	11.3%	109,731	2.8%	1,048	15.7%	546,894	14 1%
Recognized	329	31.0%	750,971	19.3%	1,666	25.0%	886,099	22.8%
Acceptable	585	55.1%	3,023,507	77.7%	3,365	50.5%	2,341,453	60.3%
Low-performing	6	0.6%	3,352	0.1%	59	0.9%	40,740	1.0%
Unacceptable: SAI †	2	0.2%	460	0.0%				
Charter School	19	1.8%	3,856	0.1%	0	0.0%	0	0.0%
Not Rated (PK – K)					118	1.8%	34,021	0.9%
*Not Rated (Charter) **					3	0.0%	410	0.0%
Alternative Education					406	6.1%	31,101	0.8%
TOTAL	1,061	100.0%	3,891,877	100.0%	6,665	100.0%	3,880,718	100.0%

† *Special Accreditation Investigation*

REASONS FOR BEING RATED *Academically Unacceptable / Low-performing*: 1994 to 1998

Reason	1994		1995		1996		1997		1998	
	District	Campus	District	Campus	District	Campus	District	Campus	District	Campus
Failed Dropouts Only			25	114	7	29	1	20	3	14
Failed Reading Only	0	0	0	0	0	1	1	4	0	3
Failed Mathematics Only	3	53	7	123	1	61	2	28	0	16
Failed Writing Only	0	0	0	1	0	7	0	5	3	17
Failed Dropouts and Reading			0	0	0	0	0	1	0	0
Failed Dropouts and Mathematics			1	20	0	4	0	1	0	0
Failed Dropouts and Writing			0	0	0	0	0	0	0	0
Failed Dropouts, Reading, Mathematics, and Writing			0	0	0	0	0	0	0	1
Failed Reading and Mathematics	0	0	1	4	0	3	0	6	0	3
Failed Reading and Writing	0	0	0	0	0	0	0	1	0	0
Failed Mathematics and Writing	0	1	0	3	0	2	0	0	0	2
Failed Reading, Mathematics, and Writing	0	0	0	2	0	1	0	1	0	1
Data Inquiry	0	0	0	0	0	0	0	0	0	2
TOTAL	3	54	34	267	8	108	4	67	6	59

1998 ACKNOWLEDGMENT ON ADDITIONAL INDICATORS

Acknowledgments Class of 1997	DISTRICT				CAMPUS			
	College Admissions		TASP / TAAS Equivalency		College Admissions		TASP / TAAS Equivalency	
	Count	% of Districts	Count	% of Districts	Count	% of Campuses	Count	% of Campuses
Acknowledged	14	1.3%	14	1.3%	21	0.3%	16	0.2%
Does Not Qualify	949	89.4%	948	89.3%	1,138	17.1%	1,141	17.1%
Not Eligible	73	6.9%	74	7.0%	4,957	74.4%	4,959	74.4%
Not Applicable	6	0.6%	6	0.6%	22	0.3%	22	0.3%
Charter	16	1.8%	19	1.8%				
Not Rated (PK – K)					118	1.8%	118	1.8%
*Not Rated: (Charter) **					3	0.0%	3	0.0%
Alternative Education					406	6.1%	406	6.1%
Total	1,042	100.0%	1,042	100.0%	6,665	100.0%	6,665	100.0%

Acknowledgments for Campus Comparable Improvement	Campuses					
	Elementary	Middle	High School	Other	Count	% of Campuses
Acknowledged: Reading	368	202	125	23	718	10.8%
Acknowledged: Mathematics	102	53	6	8	169	2.5%
Acknowledged: Reading and Mathematics	89	70	4	5	168	2.5%
Does Not Qualify	3,000	981	911	128	5,020	75.3%
Not Eligible	0	0	0	0	0	0.0%
Not Applicable	26	9	23	5	63	0.9%
Not Rated (PK – K)	118	0	0	0	118	1.8%
*Not Rated: (Charter) **	0	2	1	0	3	0.0%
Alternative Education	5	28	293	80	406	6.1%
Total	3,708	1,345	1,363	249	6,665	100.0%

For explanations of the Acknowledgment categories, see *Section IV, 1999 Acknowledgments and Recognitions.*

* *Charters are not rated in their first year of operation.*

1998 CAMPUS COMPARABLE IMPROVEMENT QUARTILES BY RATINGS CATEGORIES

MATHEMATICS

1998 Rating	Q1	Q2	Q3	Q4	Total
Exemplary	331 (32.7%)	281 (27.7%)	218 (21.5%)	183 (18.1%)	1,013
Recognized	469 (28.3%)	434 (26.2%)	380 (23.0%)	372 (22.5%)	1,655
Acceptable	747 (22.3%)	767 (22.9%)	838 (25.1%)	992 (29.7%)	3,344
Low-Performing	10 (18.5%)	10 (18.5%)	9 (16.7%)	25 (46.3%)	54

N = 6,066. CI Mathematics not calculated for 72 schools. Any school with fewer than 10 matched students for a subject will not have a quartile position assigned.

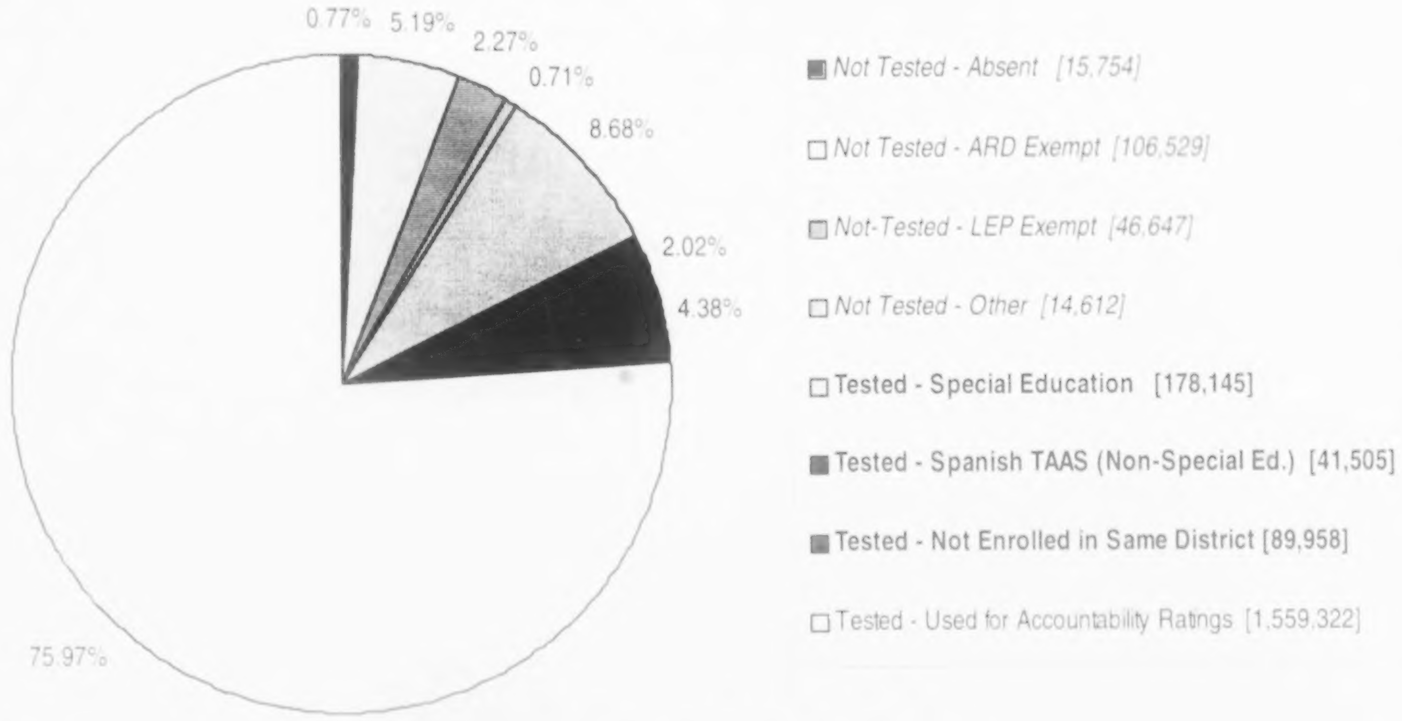
READING

1998 Rating	Q1	Q2	Q3	Q4	Total
Exemplary	334 (34.4%)	244 (25.1%)	228 (23.5%)	165 (17.0%)	971
Recognized	486 (29.8%)	438 (26.8%)	330 (20.2%)	379 (23.2%)	1,633
Acceptable	719 (21.6%)	757 (22.8%)	852 (25.6%)	1,000 (30.1%)	3,328
Low-Performing	6 (11.8%)	12 (23.5%)	11 (21.6%)	22 (43.1%)	51

N =5,983; CI Reading not calculated for 155 schools. Any school with fewer than 10 matched students for a subject will not have a quartile position assigned.

1998 TAAS PARTICIPATION PROFILE — English and Spanish Testing

(Disposition of the 2,052,472 Answer Documents Submitted)



Sections charted in patterns denote assessment practice or conditions; sections charted in shades of black denote policy exclusions.

1998 TAAS PARTICIPATION PROFILE, BY RATING CATEGORY

(Includes Results for Spring and Year-round Education Administrations, and Spanish Testing)

		Exemplary	*Recognized*	*Acceptable*	*Low-performing*	*Alt Ed*	*Not Rated*	*Total*
‡ All Students Answer Documents		301,183	501,255	1,314,028	15,853	8,871	3,846	2,145,036
NOT TESTED	*Absent*	*1,254*	*2,349*	*11,773*	*312*	*545*	*96*	*16,329*
	ARD Exempt	*10,370*	*24,853*	*74,396*	*1,019*	*373*	*754*	*111,765*
	LEP Exempt	*4,891*	*11,571*	*32,131*	*450*	*171*	*35*	*49,249*
	Other	*1,158*	*2,994*	*10,189*	*225*	*459*	*259*	*15,284*
TESTED	**Spanish, Gr. 3 – 6 (regular education)**	**5,087**	**11,885**	**26,021**	**487**	**22**	**5**	**43,507**
	Special Education (incl. Spanish)	**29,533**	**47,860**	**105,768**	**827**	**636**	**772**	**185,396**
	Not Enrolled in Same District	**11,597**	**20,966**	**58,466**	**747**	**1,306**	**951**	**94,033**
	USED FOR ACCOUNTABILITY RATINGS	237,293	378,777	995,284	11,786	5,359	974	1,629,473

‡ An answer document must be submitted for all students in grades 3-8 and 10 enrolled on the day of testing.

PERCENT TESTED SUMMARY (All Students)

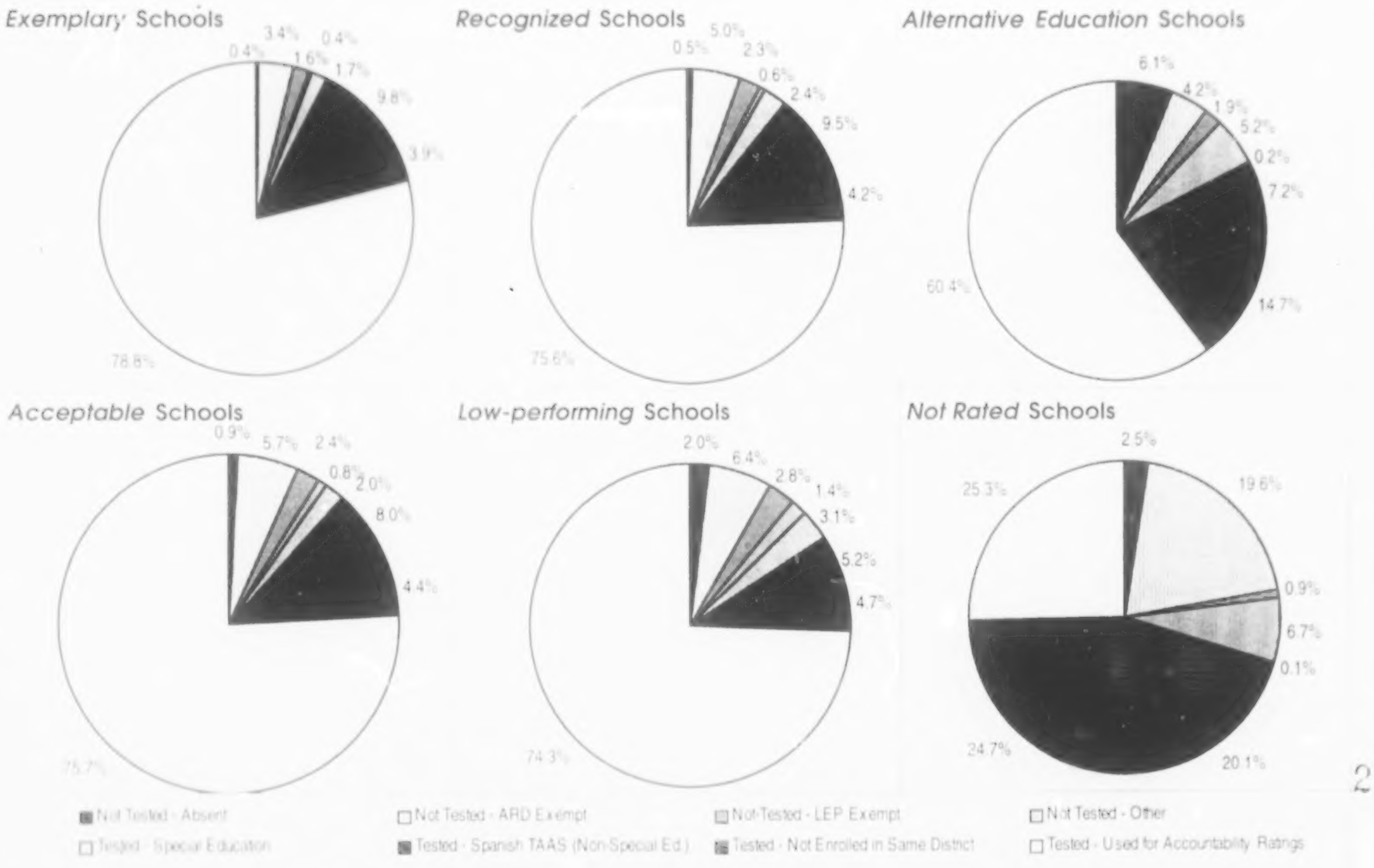
	Exemplary	*Recognized*	*Acceptable*	*Low-performing*	*Alt Ed*	*Not Rated*	*Total*
(1) *Number Exempt, Absent, or Not Scored*	*17,673*	*41,767*	*128,489*	*2,006*	*1,548*	*1,144*	*192,627*
(2) Number Tested	283,510	459,488	1,185,539	13,847	7,323	2,702	1,952,409
(3) Number of Answer Documents [(1) + (2)]	301,183	501,255	1,314,028	15,853	8,871	3,846	2,145,036
(4) Percent Tested [(2) / (3)]	94.1%	91.7%	90.2%	87.3%	82.5%	70.3%	91.0%

NOTES: Italicized text in shaded areas denotes accountability exclusions due to assessment practice or conditions; bold text denotes policy exclusions.

Total number of answer documents will not match state totals because this table includes counts for schools that are paired for accountability rating purposes.

TAAS test takers in *Alternative Education* and *Not Rated* schools contribute to the district accountability rating.

1998 TAAS PARTICIPATION PROFILE, BY RATING CATEGORY



Section XIV — Appendices

Appendix A — Statutory Requirements

Assessment Statutes

§39.021 **Texas Education Code §39.021. ESSENTIAL SKILLS AND KNOWLEDGE.** The State Board of Education by rule shall establish the essential skills and knowledge that all students should learn to achieve the goals provided under Section 4.002.

§39.022 **Texas Education Code §39.022. ASSESSMENT PROGRAM.** The State Board of Education by rule shall create and implement a statewide assessment program that is primarily performance-based to ensure school accountability for student achievement that achieves the goals provided under Section 4.002. After adopting rules under this section, the State Board of Education shall consider the importance of maintaining stability in the statewide assessment program when adopting any subsequent modification of the rules.

§39.023 **Texas Education Code §39.023. ADOPTION AND ADMINISTRATION OF INSTRUMENTS.**

(a) The agency shall adopt appropriate criterion-referenced assessment instruments designed to assess competencies in reading, writing, mathematics, social studies, and science. All students, except students assessed under Subsection (b) or exempted under Section 39.027, shall be assessed in:

(1) reading and mathematics, annually in grades three through eight;

(2) writing, in grades four and eight; and

(3) social studies and science, at an appropriate grade level determined by the State Board of Education.

(b) The agency shall develop or adopt appropriate criterion-referenced assessment instruments to be administered to each student in a special education program under Subchapter A, Chapter 29, who receives instruction in the essential knowledge and skills identified under Section 28.002 but for whom the assessment instruments adopted under Subsection (a), even with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal committee. The assessment instruments required under this subsection must assess competencies and growth in reading, mathematics, and writing. A student's admission, review, and dismissal committee shall determine whether any allowable modification is necessary in administering to the student an assessment instrument required under this subsection. The assessment instruments required under this subsection shall be administered on the same schedule as the assessment instruments administered under Subsection (a).

§39.023

(c) The agency shall also adopt secondary exit-level assessment instruments designed to assess competencies in mathematics and English language arts. The English language arts section must include the assessment of writing competencies. If a student is in a special education program under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee shall determine whether any allowable modification is necessary in administering to the student an assessment instrument required under this subsection or whether the student should be exempted under Section 39.027(a)(2). The State Board of Education shall administer the assessment instruments. The State Board of Education shall adopt a schedule for the administration of secondary exit-level assessment instruments. Each student who did not perform satisfactorily on any secondary exit-level assessment instrument when initially tested shall be given multiple opportunities to retake that assessment instrument.

(d) The agency shall adopt end-of-course assessment instruments for students in secondary grades who have completed Algebra I, Biology I, English II, and United States history. If a student is in a special education program under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee shall determine whether any allowable modification is necessary in administering to the student an assessment instrument required under this subsection or whether the student should be exempted under Section 39.027(a)(2).

(e) Under rules adopted by the State Board of Education, the agency shall release the questions and answer keys to each assessment instrument administered under Subsection (a), (b), (c), or (d) after the last time the instrument is administered for a school year. To ensure a valid bank of questions for use each year, the agency is not required to release a question that is being field-tested and was not used to compute the student's score on the instrument. The agency shall also release, under board rule, each question that is no longer being field-tested and that was not used to compute a student's score.

(f) The assessment instruments shall be designed to include assessment of a student's problem-solving ability and complex-thinking skills using a method of assessing those abilities and skills that is demonstrated to be highly reliable.

(g) The State Board of Education may adopt one appropriate, nationally recognized, norm-referenced assessment instrument in reading and mathematics to be administered to a selected sample of students in the spring. If adopted, a norm-referenced assessment instrument must be a secured test. The state may pay the costs of purchasing and scoring the adopted assessment instrument and of distributing the results of the adopted instrument to the school districts. A district that administers the norm-referenced test adopted under this subsection shall report the results to the agency in a manner prescribed by the commissioner.

(h) The agency shall notify school districts and campuses of the results of assessment instruments administered under this section at the earliest possible date determined by the State Board of Education but not later than the beginning of the subsequent school year.

(i) The provisions of this section are subject to modification by rules adopted under Section 39.022. Each assessment instrument adopted under those rules must be reliable and valid and must meet any applicable federal requirements for measurement of student progress.

(j) The State Board of Education shall administer the end-of-course assessment instruments under Subsection (d) in Algebra I and Biology I. Not later than the 1998-1999 school year, the State Board of Education shall administer the end-of-course assessment instruments under Subsection (d) in English II and United States history. This subsection expires September 1, 2001.

§39.023

(k) Notwithstanding Subsection (e), the agency shall initially release under Subsection (e) the questions and answer keys to each assessment instrument administered under Subsection (b) during the third school year in which the instrument is administered after the last time the instrument is administered for that school year. This subsection expires September 1, 2004.

HB 1800

House Bill 1800, 75th Texas Legislature, Section 11.

(a) The Texas Education Agency shall begin developing or adopting assessment instruments as required by Section 39.023(b), Education Code, as amended by this Act, not later than September 1, 1997. The agency shall field-test the assessment instruments before the 2000-2001 school year. The agency shall adopt and the State Board of Education shall administer the assessment instruments not later than the 2000-2001 school year. The agency shall report the results of the assessment instruments beginning with the results for the 2000-2001 school year.

§39.024

Texas Education Code §39.024. SATISFACTORY PERFORMANCE.

(a) Except as otherwise provided by this subsection, the State Board of Education shall determine the level of performance considered to be satisfactory on the assessment instruments. The admission, review, and dismissal committee of a student being assessed under Section 39.023(b) shall determine the level of performance considered to be satisfactory on the assessment instruments administered to that student in accordance with criteria established by agency rule.

(b) Each school district shall offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument administered under this subchapter. The intensive programs for students who did not perform satisfactorily on an assessment instrument under Section 39.023(a) or (c) shall be designed to enable the students to be performing at grade level at the conclusion of the next regular school term. The intensive programs for students who did not perform satisfactorily on an assessment instrument under Section 39.023(b) shall be designed by each student's admission, review, and dismissal committee to enable the student to attain a standard of annual growth on the basis of the student's individualized education program.

(c) The agency shall develop study guides for the assessment instruments administered under Sections 39.023(a) and (c). To assist parents in providing assistance during the period that school is recessed for summer, each school district shall distribute the study guides to parents of students who do not perform satisfactorily on one or more parts of an assessment instrument administered under this subchapter. The commissioner shall retain a portion of the total amount of funds allotted under Section 42.152(a) that the commissioner considers appropriate to finance the development and distribution of the study guides and shall reduce each district's allotment proportionately.

§39.025

Texas Education Code §39.025 EXIT-LEVEL PERFORMANCE REQUIRED.

(a) A student may not receive a high school diploma until the student has performed satisfactorily on the secondary exit-level assessment instruments for English language arts and mathematics administered under Section 39.023(c) or on:

(1) the end-of-course assessment instruments adopted under Section 39.023(d) in Algebra I and English II; and

(2) the end-of-course assessment instrument adopted under Section 39.023(d) in either Biology I or United States history.

§39.025

(b) Each time a secondary exit-level assessment instrument is administered, a student who has not been given a high school diploma because of a failure to perform satisfactorily on the assessment instrument for that subject area may retake the assessment instrument.

(c) A student who has been denied a high school diploma under Subsections (a) and (b) and who subsequently performs satisfactorily on each secondary exit-level assessment instrument shall be issued a high school diploma.

§39.026

Texas Education Code §39.026. LOCAL OPTION. In addition to the assessment instruments adopted by the agency and administered by the State Board of Education, a school district may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level. A norm-referenced assessment instrument adopted under this section must be economical, nationally recognized, and state-approved.

§39.027

Texas Education Code §39.027. EXEMPTIONS.

(a) A student may be exempted from the administration of an assessment instrument under:

- (1) Section 39.023(a) or (b) if the student is eligible for a special education program under Section 29.003 and the student's individualized education program does not include instruction in the essential knowledge and skills under Section 28.002 at any grade level;
- (2) Section 39.023(c) or (d) if the student is eligible for a special education program under Section 29.003 and:
  - (A) the student's individualized education program does not include instruction in the essential knowledge and skills under Section 28.002 at any grade level; or
  - (B) the assessment instrument, even with allowable modifications, would not provide an appropriate measure of the student's achievement as determined by the student's admission, review, and dismissal committee; or
- (3) Section 39.023 if the student is of limited English proficiency, as defined by Section 29.052.

(b) The State Board of Education shall adopt rules under which a dyslexic student who is not exempt under Subsection (a) may use procedures including oral examinations if appropriate or may be allowed additional time or the materials or technology necessary for the student to demonstrate the student's mastery of the competencies the assessment instruments are designed to measure.

(c) The commissioner shall develop and adopt a process for reviewing the exemption process of a school district or shared services arrangement that gives an exemption under Subsection (a)(1) as follows:

- (1) to more than five percent of the students in the special education program, in the case of a district or shared services arrangement with an average daily attendance of at least 1,600;
- (2) to more than 10 percent of the students in the special education program, in the case of a district or shared services arrangement with an average daily attendance of at least 190 and not more than 1,599; or
- (3) to the greater of more than 10 percent of the students in the special education program or to at least five students in the special education program, in the case of a district or shared services arrangement with an average daily attendance of not more than 189.

274 §39.027

§39.027

(d) Notwithstanding Subsection (a), in any year preceding the adoption and administration of assessment instruments under Section 39.023(b), a student who is eligible for a special education program under Section 29.003 may be exempted from the administration of an assessment instrument under Section 39.023(a) if the assessment instrument, even with allowable modifications, would not provide an appropriate measure of the student's achievement as determined by the student's admission, review, and dismissal committee. This subsection expires September 1, 2000.

(e) In this section, "average daily attendance" is computed in the manner provided by Section 42.005.

HB 1800

House Bill 1800, 75th Texas Legislature, Section 11.

(b) The commissioner of education shall initiate the process for reviewing the exemption process of school districts as required under Section 39.027(c), Education Code, as amended by this Act, beginning with the first school year that assessment instruments are administered under Section 39.023(b).

§39.028

Texas Education Code §39.028. COMPARISON OF STATE RESULTS TO NATIONAL RESULTS. The state assessment program shall obtain nationally comparative results for the subject areas and grade levels for which criterion-referenced assessment instruments are adopted under Section 39.023.

§39.029

Texas Education Code §39.029. MIGRATORY CHILDREN. The State Board of Education by rule may provide alternate dates for the administration of the assessment instruments to a student who is a migratory child as defined by 20 U.S.C. Section 6399. The alternate dates may be chosen following a consideration of migrant work patterns, and the dates selected may afford maximum opportunity for the students to be present when the assessment instruments are administered.

§39.030

Texas Education Code §39.030. CONFIDENTIALITY; PERFORMANCE REPORTS.

(a) In adopting academic skills assessment instruments under this subchapter, the State Board of Education or a school district shall ensure the security of the instruments and tests in their preparation, administration, and grading. Meetings or portions of meetings held by the State Board of Education or a school district at which individual assessment instruments or assessment instrument items are discussed or adopted are not open to the public under Chapter 551, Government Code, and the assessment instruments or assessment instrument items are confidential.

(b) The results of individual student performance on academic skills assessment instruments administered under this subchapter are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). However, overall student performance data shall be aggregated by ethnicity, sex, grade level, subject area, campus, and district and made available to the public, with appropriate interpretations, at regularly scheduled meetings of the board of trustees of each school district. The information may not contain the names of individual students or teachers.

§39.030

(c) In compiling performance data under Subsection (b), a district may aggregate separately from the performance data of other students the performance data of students enrolled in:
  - (1) a special education program under Subchapter A, Chapter 29; or
  - (2) a bilingual education or special language program under Subchapter B, Chapter 29.

§39.031

Texas Education Code §39.031. COST.

(a) The cost of preparing, administering, or grading the assessment instruments shall be paid from the funds allotted under Section 42.152, and each district shall bear the cost in the same manner described for a reduction in allotments under Section 42.253. If a district does not receive an allotment under Section 42.152, the commissioner shall subtract the cost from the district's other foundation school fund allotments.

(b) The cost of releasing the question and answer keys under Section 39.023(e) shall be paid from amounts appropriated to the agency.

§39.032

Texas Education Code §39.032. ASSESSMENT INSTRUMENT STANDARDS; CIVIL PENALTY.

(a) A company or organization may not distribute to, sell to, or grade for the same school district the same form of an assessment instrument for more than three school years. A school district may not use the same form of an assessment instrument for more than three years.

(b) A company or organization that grades an assessment instrument shall report the results to the district and to the agency by campus and district and in comparison to state and national averages, unless the agency requests a report of the results in another form.

(c) State and national norms of averages shall be computed using data that are not more than six years old at the time the assessment instrument is administered and that are representative of the group of students to whom the assessment instrument is administered. The standardization norms shall be based on a national probability sample that meets accepted standards for educational and psychological testing and shall be updated at least every six years using proven psychometric procedures approved by the State Board of Education.

(d) A company or organization that fails to comply with this section is liable to the state in an amount equal to three times the amount of actual damages. The actual damages are presumed to be at least equal to the amount charged by the company or organization to a school district for the assessment instrument, including any charge for grading the assessment instrument. The attorney general, a district attorney, or a county attorney may bring suit to collect the damages on the request of the State Board of Education or on the request of a student or a parent or guardian of a student to whom the assessment instrument was administered.

(e) The State Board of Education shall adopt rules for the implementation of this section and for the maintenance of the security of the contents of all assessment instruments.

(f) In this section, "assessment instrument" means a group-administered achievement test.

§39.033

Texas Education Code §39.033. VOLUNTARY ASSESSMENT OF PRIVATE SCHOOL STUDENTS.

(a) Under an agreement with the agency, a private school may administer an assessment instrument adopted under this subchapter to students at the school.

(b) An agreement under this section must require the private school to provide to the commissioner the information described by Section 39.051(b) and to maintain confidentiality in compliance with Section 39.030.

(c) A private school must reimburse the agency for the cost of administering an assessment instrument under this section. The State Board of Education shall determine the cost under this section. The per-student cost may not exceed the cost of administering the same assessment to a student enrolled in a public school district.

(d) In this section, "private school" means a school that:

(1) offers a general education to elementary or secondary students; and

(2) is not operated by a governmental entity.

§26.005

Texas Education Code §26.005. ACCESS TO STATE ASSESSMENTS. Except as provided by Section 39.023(e), a parent is entitled to access to a copy of each state assessment instrument administered under Section 39.023 to the parent's child.

Academic Excellence Indicator System Statutes

§39.051

Texas Education Code §39.051. ACADEMIC EXCELLENCE INDICATORS.

(a) The State Board of Education shall adopt a set of indicators of the quality of learning on a campus. The State Board of Education biennially shall review the indicators for the consideration of appropriate revisions.

(b) Performance on the indicators adopted under this section shall be compared to state-established standards. The degree of change from one school year to the next in performance on each indicator adopted under this section shall also be considered. The indicators must be based on information that is disaggregated with respect to race, ethnicity, sex, and socioeconomic status and must include:

(1) the results of assessment instruments required under Sections 39.023(a) and (c), aggregated by grade level and subject area;

(2) dropout rates;

(3) student attendance rates;

(4) the percentage of graduating students who attain scores on the secondary exit-level assessment instruments required under Subchapter B that are equivalent to a passing score on the test instrument required under Section 51.306;

(5) the percentage of graduating students who meet the course requirements established for the recommended high school program by State Board of Education rule;

(6) the results of the Scholastic Assessment Test (SAT) and the American College Test;

(7) the percentage of students taking end-of-course assessment instruments adopted under Section 39.023(d);

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(8) the percentage of students exempted, by exemption category, from the assessment program generally applicable under this subchapter; and
(9) any other indicator the State Board of Education adopts.

(c) Performance on the indicator under Subsection (b)(1) shall be compared to state standards, required improvement, and comparable improvement. The state standard shall be established by the commissioner. Required improvement is defined as the progress necessary for the campus or district to meet state standards and for its students to meet exit requirements as defined by the commissioner. Comparable improvement is derived by measuring campuses and districts against a profile developed from a total state student performance database which exhibits substantial equivalence to the characteristics of students served by the campus or district, including past academic performance, socioeconomic status, ethnicity, and limited English proficiency.

(d) Annually, the commissioner shall define exemplary, recognized, and unacceptable performance for each academic excellence indicator included under Subsections (b)(1) through (6) and shall project the standards for each of those levels of performance for succeeding years.

(e) Each school district shall cooperate with the agency in determining whether a student is a dropout under this section.

(f) Beginning with the 2002-2003 school year, the indicator under Subsection (b)(1) must include the results of assessment instruments required under Section 39.023(b). These results may not be aggregated by grade level or subject area.

§39.052

Texas Education Code §39.052. CAMPUS REPORT CARD.

(a) Each school year, the agency shall prepare and distribute to each school district a report card for each campus. The campus report cards must be based on the most current data available disaggregated by student groups. Campus performance must be compared to previous campus and district performance, current district performance, state established standards, and comparable campus group performance.

(b) The report card shall include the following information where applicable:
(1) the academic excellence indicators adopted under Sections 39.051(b)(1) through (8);
(2) student / teacher ratios; and
(3) administrative and instructional costs per student.

(c) The commissioner shall adopt rules for requiring dissemination of appropriate student performance portions of campus report cards annually to the parent, guardian, conservator, or other person having lawful control of each student at the campus. On written request, the school district shall provide a copy of a campus report card to any other party.

§39.053

Texas Education Code §39.053. PERFORMANCE REPORT.

(a) Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district that includes uniform student performance and descriptive information as determined under rules adopted by the commissioner. The annual report must also include campus performance objectives established under Section 11.253 and the progress of each campus toward those objectives, which shall be available to the public. The annual report must also include the performance rating for the district as provided under Section 39.072(a) and the performance rating of each campus in the district as provided under Section 39.072(c). Supplemental information to be included in the

§39.053

reports shall be determined by the board of trustees. Performance information in the annual reports on the indicators established under Section 39.051 and descriptive information required by this section shall be provided by the agency.

(b) The board of trustees shall hold a hearing for public discussion of the report. The board of trustees shall give notice of the hearing to property owners in the district and parents, guardians, conservators, and other persons having lawful control of a district student. The notification must include notice to a newspaper of general circulation in the district and notice to electronic media serving the district. After the hearing the report shall be widely disseminated within the district in a manner to be determined under rules adopted by the commissioner.

(c) The report must also include a comparison provided by the agency of:

(1) the performance of each campus to its previous performance and to state-established standards;

(2) the performance of each district to its previous performance and to state-established standards; and

(3) the performance of each campus or district to comparable improvement.

(d) The report may include the following information:

(1) student information, including total enrollment, enrollment by ethnicity, economic status, and grade groupings and retention rates;

(2) financial information, including revenues and expenditures;

(3) staff information, including number and type of staff by sex, ethnicity, years of experience, and highest degree held, teacher and administrator salaries, and teacher turnover;

(4) program information, including student enrollment by program, teachers by program, and instructional operating expenditures by program; and

(5) the number of students placed in an alternative education program under Chapter 37.

(e) The State Board of Education by rule shall authorize the combination of this report with other reports and financial statements and shall restrict the number and length of reports that school districts, school district employees, and school campuses are required to prepare.

(f) The report must include a statement of the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents.

§39.054

Texas Education Code §39.054. USES OF PERFORMANCE REPORT.

The information required to be reported under Section 39.053 shall be:

(1) the subject of public hearings or meetings required under Sections 11.252, 11.253, and 39.053;

(2) a primary consideration in district and campus planning; and

(3) a primary consideration of:

(A) the State Board of Education in the evaluation of the performance of the commissioner;

(B) the commissioner in the evaluation of the performance of the directors of the regional education service centers.

§39.054 (C) the board of trustees of a school district in the evaluation of the performance of the superintendent of the district; and

(D) the superintendent in the evaluation of the performance of the district's campus principals.

Accountability Rating System Statutes

§39.071 ***Texas Education Code §39.071. ACCREDITATION.*** Accreditation of a school district is determined in accordance with this subchapter.

§39.072 ***Texas Education Code §39.072. ACCREDITATION STANDARDS.***

(a) The State Board of Education shall adopt rules to evaluate the performance of school districts and to assign to each district a performance rating as follows:
  (1) exemplary (meets or exceeds state exemplary standards);
  (2) recognized (meets or exceeds required improvement and within 10 percent of state exemplary standards);
  (3) academically acceptable (below the exemplary and recognized standards but exceeds the academically unacceptable standards); or
  (4) academically unacceptable (below the state clearly unacceptable performance standard and does not meet required improvement).

(b) The academic excellence indicators adopted under Sections 39.051(b)(1) through (6) shall be the main consideration of the agency in the rating of the district under this section. Additional criteria in the rules may include consideration of:
  (1) compliance with statutory requirements and requirements imposed by rule of the State Board of Education under specific statutory authority that relate to:
    (A) reporting data through the Public Education Information Management System (PEIMS);
    (B) the high school graduation requirements under Section 28.025; or
    (C) an item listed in Sections 7.056(e)(3)(C)-(I) that applies to the district; and
  (2) the effectiveness of the district's programs in special education based on the agency's most recent compliance review of the district and programs for special populations.

(c) The agency shall evaluate against state standards and shall report the performance of each campus in a district and each open-enrollment charter school on the basis of the campus's performance on the indicators adopted under Sections 39.051(b)(1) through (6).

§39.073

Texas Education Code § 39.073. DETERMINING ACCREDITATION STATUS.

(a) The agency shall annually review the performance of each district and campus on the indicators adopted under Sections 39.051(b)(1) through (6) and determine if a change in the accreditation status of the district is warranted.

(b) Each annual review shall include an analysis of the indicators under Sections 39.051(b)(1) through (6) to determine district and campus performance in relation to:

(1) standards established for each indicator;

(2) required improvement as defined under Section 39.051(c); and

(3) comparable improvement as defined by Section 39.051(c).

(c) A district's accreditation rating may be raised or lowered based on the district's performance or may be lowered based on the unacceptable performance of one or more campuses in the district.

(d) The commissioner shall notify a district that is rated academically unacceptable that the performance of the district or a campus in the district is below each standard under Subsection (b) and shall require the district to notify property owners and parents in the district of the lowered accreditation rating and its implication.

Statutes Relating to Investigations

§39.074

Texas Education Code §39.074. ON-SITE INVESTIGATIONS.

(a) The commissioner may:

(1) direct the agency to conduct on-site investigations at any time to answer any questions concerning a program, including special education, required by federal law or for which the district receives federal funds; and

(2) raise or lower the performance rating as a result of the investigation.

(b) The commissioner shall determine the frequency of on-site investigations by the agency according to annual comprehensive analyses of student performance and equity in relation to the academic excellence indicators adopted under Section 39.051.

(c) In making an on-site accreditation investigation, the investigators shall obtain information from administrators, teachers, and parents of students enrolled in the district. The investigation may not be closed until information is obtained from each of those sources. The State Board of Education shall adopt rules for:

(1) obtaining information from parents and using that information in the investigator's report; and

(2) obtaining information from teachers in a manner that prevents a campus or district from screening the information.

(d) The agency shall give written notice to the superintendent and the board of trustees of any impending investigation of the district's accreditation.

(e) If an annual review indicates low performance on one or more of the indicators under Sections 39.051(b)(1) through (6) of one or more campuses in a district, the agency may conduct an on-site evaluation of those campuses only.

(f) The investigators shall report orally and in writing to the board of trustees of the district and, as appropriate, to campus administrators and shall make recommendations concerning any necessary improvements or sources of aid such as regional education service centers.

§39.075

Texas Education Code § 39.075. SPECIAL ACCREDITATION INVESTIGATIONS.

(a) The commissioner shall authorize special accreditation investigations to be conducted under the following circumstances:

(1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined;

(2) when excessive numbers of allowable exemptions from the required state assessment are determined;

(3) in response to complaints submitted to the agency with respect to alleged violations of civil rights or other requirements imposed on the state by federal law or court order;

(4) in response to established compliance reviews of the district's financial accounting practices and state and federal program requirements;

(5) when extraordinary numbers of student placements in alternative education programs, other than placements under Sections 37.006 and 37.007, are determined; or

(6) in response to an allegation involving a conflict between members of the board of trustees or between the board and the district administration if it appears that the conflict involves a violation of a role or duty of the board members or the administration clearly defined by this code.

(b) If the agency's findings in an investigation under Subsection (a)(6) indicate that the board of trustees has observed a lawfully adopted policy, the agency may not substitute its judgment for that of the board.

(c) Based on the results of a special accreditation investigation, the commissioner may lower the district's accreditation rating and may take appropriate action under Subchapter G.

§39.076

Texas Education Code § 39.076. CONDUCT OF INVESTIGATIONS.

(a) The agency shall adopt written procedures for conducting on-site investigations under this subchapter. The agency shall make the procedures available to the complainant, the alleged violator, and the public. Agency staff must be trained in the procedures and must follow the procedures in conducting the investigation.

(b) After completing an investigation, the agency shall present preliminary findings to any person the agency finds has violated a law, rule, or policy. Before issuing a report with its final findings, the agency must provide a person the agency finds has violated a law, rule, or policy an opportunity for an informal review by the commissioner or a designated hearing examiner.

Statutes Relating to the Texas Successful School Awards and Additional Rewards

§39.091

Texas Education Code § 39.091. CREATION OF THE SYSTEM. [TSSAS] The Texas Successful Schools Awards System is created to recognize and reward those schools and school districts that demonstrate progress or success in achieving the education goals of the state.

§39.092

Texas Education Code §39.092. TYPES OF AWARDS.

(a) The governor may present a financial award to the schools or districts that the commissioner determines have demonstrated the highest levels of sustained success or the greatest improvement in achieving the education goals. For each student in average daily attendance, each of those schools or districts is entitled to an amount set for the award for which the school or district is selected by the commissioner, subject to any limitation set by the commissioner on the total amount that may be awarded to a school or district.

(b) The governor may present proclamations or certificates to additional schools and districts determined to have met or exceeded the education goals.

(c) The commissioner may establish additional categories of awards and award amounts for a school or district determined to be successful under Subsection (a) or (b) that are contingent on the school's or district's involvement with paired, lower-performing schools.

§39.093

Texas Education Code §39.093. AWARDS.

(a) The criteria that the commissioner shall use to select successful schools and districts must be related to the goals in Section 4.002 and must include consideration of performance on the academic excellence indicators adopted under Section 39.051. For purposes of selecting schools and districts under Section 39.092(a), each school's performance shall be compared to state standards and to its previous performance.

(b) The commissioner shall select annually schools and districts qualified to receive successful school awards for their performance and report the selections to the governor and the State Board of Education.

(c) The agency shall notify each school district of the manner in which the district or a school in the district may qualify for a successful school award.

§39.094

Texas Education Code §39.094. USE OF AWARDS.

(a) In determining the use of a monetary award received under this subchapter, a school or district shall give priority to academic enhancement purposes. The award may not be used for any purpose related to athletics, and it may not be used to substitute for or replace funds already in the regular budget for a school or district.

(b) The campus-level committee established under Section 11.253 shall determine the use of the funds awarded to a school under this subchapter. The professional staff of the district shall determine the use of the funds awarded to the school district under this subchapter.

§39.095

Texas Education Code §39.095. FUNDING. The award system may be funded by donations, grants, or legislative appropriations. The commissioner may solicit and receive grants and donations for the purpose of making awards under this subchapter. A small portion of the award funds may be used by the commissioner to pay for the costs associated with sponsoring a ceremony to recognize or present awards to schools or districts under this subchapter. The donations, grants, or legislative appropriations shall be accounted for and distributed by the agency. The awards are subject to audit requirements established by the State Board of Education.

§39.096

Texas Education Code §39.096 CONFIDENTIALITY. All information and reports received by the commissioner under this subchapter from schools or school districts deemed confidential under Chapter 552, Government Code, are confidential and may not be disclosed in any public or private proceeding.

§39.111

Texas Education Code §39.111. RECOGNITION AND REWARDS. The State Board of Education shall develop a plan for recognizing and rewarding school districts and campuses that are rated as exemplary or recognized and for developing a network for sharing proven successful practices statewide and regionally. The reward may be used to provide educators with summer stipends to develop curricula based on the cited successful strategies. The educators may copyright the curricula they develop.

§39.112

Texas Education Code §39.112. EXCELLENCE EXEMPTIONS.

(a) Except as provided by Subsection (b), a school campus or district that is rated exemplary is exempt from requirements and prohibitions imposed under this code including rules adopted under this code.

(b) A school campus or district is not exempt under this section from:

- (1) a prohibition on conduct that constitutes a criminal offense;
- (2) requirements imposed by federal law or rule, including requirements for special education or bilingual education programs; or
- (3) a requirement, restriction, or prohibition relating to:
  - (A) curriculum essential knowledge and skills under Section 28.002 or minimum graduation requirements under Section 28.025;
  - (B) public school accountability as provided by Subchapters B, C, D, and G;
  - (C) extracurricular activities under Section 33.081;
  - (D) health and safety under Chapter 38;
  - (E) competitive bidding under Subchapter B, Chapter 44;
  - (F) elementary school class size limits, except as provided by Subsection (d) or Section 25.112;
  - (G) removal of a disruptive student from the classroom under Subchapter A, Chapter 37;
  - (H) at risk programs under Subchapter C, Chapter 29;
  - (I) prekindergarten programs under Subchapter E, Chapter 29;
  - (J) rights and benefits of school employees;
  - (K) special education programs under Subchapter A, Chapter 29; or
  - (L) bilingual education programs under Subchapter B, Chapter 29.

(c) The agency shall monitor and evaluate deregulation of a school campus or district under this section and Section 7.056.

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(d) The commissioner may exempt an exemplary school campus from elementary class size limits under this section if the school campus submits to the commissioner a written plan showing steps that will be taken to ensure that the exemption from the class size limits will not be harmful to the academic achievement of the students on the school campus. The commissioner shall review achievement levels annually. The exemption remains in effect until the commissioner determines that achievement levels of the campus have declined.

§21.357

Texas Education Code §21.357. PERFORMANCE INCENTIVES.

(a) The commissioner shall design an objective system to evaluate principals that:

(1) is based on types of information available as of January 1, 1995, through the Public Education Information Management System (PEIMS) and the state's public school accountability system;

(2) focuses on gain at a principal's campus and includes a statistical analysis comparing current campus performance to previous performance; and

(3) does not include subjective items.

(b) From funds appropriated for that purpose, the commissioner may award performance incentives to principals identified through the evaluation system as high-performing. Based on available appropriations, for each fiscal year, a performance incentive may not exceed:

(1) $5,000, for a principal ranked in the top quartile; or

(2) $2,500, for a principal ranked in the second quartile.

(c) A performance incentive awarded to a principal under this section must be distributed to the principal's school and used in the manner determined by the campus-level committee established under Section 11.253 in accordance with the requirements of Section 39.094(a).

(d) The commissioner shall develop a study on establishing an incentive grant program for all classes of educators, to be reported to the legislature no later than December 1, 1998. The study shall focus on developing objective methods for the issuance of grants in the areas of student performance, continuing education, and professional duties performed by teachers in addition to classroom duties.

Statutes Relating to Sanctions

§39.131

Texas Education Code Sec. 39.131. SANCTIONS.

(a) If a district does not satisfy the accreditation criteria, the commissioner shall take any of the following actions, listed in order of severity, to the extent the commissioner determines necessary:

(1) issue public notice of the deficiency to the board of trustees;

(2) order a hearing conducted by the board of trustees of the district for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the agency, and the sanctions that may be imposed under this section if the performance does not improve;

§39.131

(3) order the preparation of a student achievement improvement plan that addresses each academic excellence indicator for which the district's performance is unacceptable, the submission of the plan to the commissioner for approval, and implementation of the plan;

(4) order a hearing to be held before the commissioner or the commissioner's designee at which the president of the board of trustees of the district and the superintendent shall appear and explain the district's low performance, lack of improvement, and plans for improvement;

(5) arrange an on-site investigation of the district;

(6) appoint an agency monitor to participate in and report to the agency on the activities of the board of trustees or the superintendent;

(7) appoint a master to oversee the operations of the district;

(8) appoint a management team to direct the operations of the district in areas of unacceptable performance or require the district to obtain certain services under a contract with another person;

(9) if a district has been rated as academically unacceptable for a period of one year or more, appoint a board of managers composed of residents of the district to exercise the powers and duties of the board of trustees; or

(10) if a district has been rated as academically unacceptable for a period of two years or more, annex the district to one or more adjoining districts under Section 13.054 or in the case of a home-rule school district, request the State Board of Education to revoke the district's home-rule school district charter.

(b) If a campus performance is below any standard under Section 39.073(b), the campus is considered a low-performing campus and the commissioner may take any of the following actions, listed in order of severity, to the extent the commissioner determines necessary:

(1) issue public notice of the deficiency to the board of trustees;

(2) order a hearing conducted by the board of trustees at the campus for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the agency, and the sanctions that may be imposed under this section if the performance does not improve within a designated period of time and of soliciting public comment on the initial steps being taken to improve performance;

(3) order the preparation of a student achievement improvement plan that addresses each academic excellence indicator for which the campus's performance is unacceptable, the submission of the plan to the commissioner for approval, and implementation of the plan;

(4) order a hearing to be held before the commissioner or the commissioner's designee at which the president of the board of trustees, the superintendent, and the campus principal shall appear and explain the campus's low performance, lack of improvement, and plans for improvement;

(5) appoint a special campus intervention team to:

  (A) conduct a comprehensive on-site evaluation of each low-performing campus to determine the cause for the campus's low performance and lack of progress;

  (B) recommend actions, including reallocation of resources and technical assistance, changes in school procedures or operations, staff development for instructional and administrative staff, intervention for individual administrators or teachers, waivers from state statute or rule, or other actions the team considers appropriate;

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- (C) assist in the development of a campus plan for student achievement; and
- (D) assist the commissioner in monitoring the progress of the campus in implementing the campus plan for improvement of student achievement;

(6) if a campus has been a low-performing campus for a period of one year or more, appoint a board of managers composed of residents of the district to exercise the powers and duties of the board of trustees of the district in relation to the campus; or

(7) if a campus has been a low-performing campus for a period of two years or more, order closure of the school program on the campus.

(c) The commissioner shall review annually the performance of a district or campus subject to this section to determine the appropriate actions to be implemented under this section. The commissioner must review at least annually the performance of a district for which the accreditation rating has been lowered due to unacceptable student performance and may not raise the rating until the district has demonstrated improved student performance. If the review reveals a lack of improvement, the commissioner shall increase the level of state intervention and sanction unless the commissioner finds good cause for maintaining the current status.

(d) The costs of providing a monitor, master, management team, or special campus intervention team shall be paid by the district.

(e) The commissioner shall clearly define the powers and duties of a master or management team appointed to oversee the operations of the district. At least every 90 days, the commissioner shall review the need for the master or management team and shall remove the master or management team unless the commissioner determines that continued appointment is necessary for effective governance of the district or delivery of instructional services. A master or management team, if directed by the commissioner, shall prepare a plan for the implementation of action under Subsection (a)(9) or (10). The master or management team:

- (1) may direct an action to be taken by the principal of a campus, the superintendent of the district, or the board of trustees of the district;
- (2) may approve or disapprove any action of the principal of a campus, the superintendent of the district, or the board of trustees of the district;
- (3) may not take any action concerning a district election, including ordering or canceling an election or altering the date of or the polling places for an election;
- (4) may not change the number of or method of selecting the board of trustees;
- (5) may not set a tax rate for the district; and
- (6) may not adopt a budget for the district that provides for spending a different amount, exclusive of required debt service, from that previously adopted by the board of trustees.

(f) A special campus intervention team appointed under this section may consist of teachers, principals, other educational professionals, and superintendents recognized for excellence in their roles and appointed by the commissioner to serve as members of a team.

(g) If the commissioner appoints a board of managers to govern a district, the powers of the board of trustees of the district are suspended for the period of the appointment and the commissioner shall appoint a district superintendent. Notwithstanding any other provision of this code, the board of managers may amend the budget of the district.

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(h) If the commissioner appoints a board of managers to govern a campus, the powers of the board of trustees of the district in relation to the campus are suspended for the period of the appointment and the commissioner shall appoint a campus principal. Notwithstanding any other provision of this code, the board of managers may submit to the commissioner for approval amendments to the budget of the district for the benefit of the campus. If the commissioner approves the amendments, the board of trustees of the district shall adopt the amendments.

Statutes Relating to Planning for Improvement

§11.251

Texas Education Code §11.251. PLANNING AND DECISION-MAKING PROCESS.

(a) The board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

(1) are mutually supportive to accomplish the identified objectives; and

(2) at a minimum, support the state goals and objectives under Chapter 4.

(b) The board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of the district, parents, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. The board shall establish a procedure under which meetings are held regularly by district- and campus-level planning and decision-making committees that include representative professional staff, parents of students enrolled in the district, and community members. The committees shall include business representatives, without regard to whether a business representative resides in the district or whether the business the person represents is located in the district. The board, or the board's designee, shall periodically meet with the district-level committee to review the district-level committee's deliberations.

(c) For purposes of establishing the composition of committees under this section:

(1) a person who stands in parental relation to a student is considered a parent;

(2) a parent who is an employee of the school district is not considered a parent representative on the committee;

(3) a parent is not considered a representative of community members on the committee; and

(4) community members must reside in the district and must be at least 18 years of age.

(d) The board shall also ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision-making at the district and campus levels.

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(e) The board shall adopt a procedure, consistent with Section 21.407(a), for the professional staff in the district to nominate and elect the professional staff representatives who shall meet with the board or the board designee as required under this section. At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members. Board policy must provide procedures for:

- (1) the selection of parents to the district-level and campus-level committees; and
- (2) the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

(f) The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.

(g) This section does not:

- (1) prohibit the board from conducting meetings with teachers or groups of teachers other than the meetings described by this section;
- (2) prohibit the board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision-making;
- (3) limit or affect the power of the board to govern the public schools; or
- (4) create a new cause of action or require collective bargaining.

§11.252

Texas Education Code §11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING.

(a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under Section 39.051. The district improvement plan must include provisions for:

- (1) a comprehensive needs assessment addressing district student performance on the academic excellence indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs;
- (2) measurable district performance objectives for all appropriate academic excellence indicators for all student populations, appropriate objectives for special needs populations, and other measures of student performance that may be identified through the comprehensive needs assessment;
- (3) strategies for improvement of student performance that include:
  - (A) instructional methods for addressing the needs of student groups not achieving their full potential;
  - (B) methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs;
  - (C) dropout reduction;

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(D) integration of technology in instructional and administrative programs;

(E) discipline management;

(F) staff development for professional staff of the district;

(G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and

(H) accelerated education;

(4) resources needed to implement identified strategies.

(5) staff responsible for ensuring the accomplishment of each strategy;

(6) timelines for ongoing monitoring of the implementation of each improvement strategy; and

(7) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

(b) A district's plan for the improvement of student performance is not filed with the agency, but the district must make the plan available to the agency on request.

(c) In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan.

(d) At least every two years, each district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.

(d-1) The first evaluation under Subsection (d) shall be performed not later than September 30, 1995. This subsection expires January 1, 1996.

(e) The district-level committee established under Section 11.251 shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives. District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. This section does not create a new cause of action or require collective bargaining.

(f) A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

§11.253

Texas Education Code §11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING.

(a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students.

(b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e).

(c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations.

(d) Each campus improvement plan must:

(1) assess the academic achievement for each student in the school using the academic excellence indicator system as described by Section 39.051;
(2) set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations;
(3) identify how the campus goals will be met for each student;
(4) determine the resources needed to implement the plan;
(5) identify staff needed to implement the plan;
(6) set timelines for reaching the goals; and
(7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

(e) In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.

(f) This section does not create a new cause of action or require collective bargaining.

(g) Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

(h) A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

Statute requires the commissioner of education to adopt rules governing the reports required by Chapter 39 of the *Texas Education Code*. The rules, revised in 1995, related to the School Report Card and AEIS reports are provided in this appendix.

School Report Card

Chapter 61. School Districts
Subchapter BB. Commissioner's Rules on Reporting Requirements,

§61.1021. School Report Cards.

(a) The campus report card disseminated by the Texas Education Agency (TEA) under the Texas Education Code, §39.052, shall be termed the "school" report card (SRC).

(b) The intent of the SRC is to inform each student's parents or guardians about the school's performance and characteristics. Where possible, the SRC will present the school information in relation to the district, the state, and a comparable group of schools. The SRC will present the student, staff, financial, and performance information required by statute, as well as any explanations and additional information deemed appropriate to the intent of the report.

(c) The SRC must be disseminated within six weeks after it is received from TEA.

(d) The campus administration may provide the SRC in the same manner it would normally transmit official communications to parents and guardians, such as: including the SRC in a weekly folder sent home with each student, mailing it to the student's residence, providing it at a teacher-parent conference, or enclosing it with the student report card.

(e) The school may not alter the report provided by TEA; however, it may concurrently provide additional information to the parents or guardians that supplements or explains information in the SRC.

Chapter 61. School Districts
Subchapter BB. Commissioner's Rules on Reporting Requirements
§61.1022. Academic Excellence Indicator System.

(a) The performance report provided by the Texas Education Agency (TEA) under the *Texas Education Code*, §39.052, shall be termed the Academic Excellence Indicator System (AEIS) report.

(b) The intent of the AEIS is to inform the public about the educational performance of the district and of each campus in the district in relation to the district, the state, and a comparable group of schools. The AEIS report will present the campus performance information as well as student, staff, and financial information required by statute. It will also include any explanations and additional information deemed appropriate to the intent of the report.

(c) The hearing for public discussion of the AEIS report must be held within 90 days after the report is received from TEA.

(d) The AEIS report must be published within two weeks of the hearing for public discussion. It must be published in the same format as it was received from TEA.

(e) The district may not alter the report provided by TEA; however, it may concurrently provide additional information to the public that supplements or explains information in the AEIS report.

(f) The local board of trustees shall disseminate the report by posting it in public places, such as each school office, local businesses, and public libraries.

Appendix C — Who to Call with Questions

RESC Contacts

Representatives from each of the Regional Educational Service Centers (ESCs) receive annual updates on the accountability system. If you have questions about the system, please call your ESC. The trained representatives there will be able to respond more quickly to your concerns than will Texas Education Agency staff. All questions which cannot be answered by ESC staff will be referred to the agency.

ESC Region	Location	Telephone	Fax
1	Edinburg	(956) 984-6000	(956) 984-6299
2	Corpus Christi	(361) 561-8400	(361) 883-3442
3	Victoria	(361) 573-0731	(361) 576-4804
4	Houston	(713) 462-7708	(713) 744-6514
5	Beaumont	(409) 838-5555	(409) 833-9755
6	Huntsville	(409) 295-9161	(409) 295-1447
7	Kilgore	(903) 984-3071	(903) 984-9518
8	Mt. Pleasant	(903) 572-8551	(903) 575-2611
9	Wichita Falls	(940) 322-6928	(940) 767-3836
10	Richardson	(972) 348-1700	(972) 231-3642
11	Ft. Worth	(817) 625-5311	(817) 625-5310
12	Waco	(254) 666-0707	(254) 666-0823
13	Austin	(512) 919-5313	(512) 919-5374
14	Abilene	(915) 675-8600	(915) 675-8659
15	San Angelo	(915) 658-6571	(915) 658-6571
16	Amarillo	(806) 376-5521	(806) 373-3432
17	Lubbock	(806) 792-4000	(806) 792-1523
18	Midland	(915) 563-2380	(915) 567-3290
19	El Paso	(915) 780-1919	(915) 780-6537
20	San Antonio	(210) 370-5200	(210) 370-5750

Agency Contacts

Questions about district performance data may be directed to agency staff. Phone numbers for appropriate divisions are provided.

Subject	Division	Telephone	Fax
Accountability Ratings	Performance Reporting	(512) 463-9704	(512) 475-3584
Accountability Web Products	Performance Reporting	(512) 463-9704	(512) 475-3584
Additional Acknowledgment	Performance Reporting	(512) 463-9704	(512) 475-3584
AEIS / School Report Card	Performance Reporting	(512) 463-9704	(512) 475-3584
Alternative Education	Accountability Development and Support	(512) 463-9637	(512) 936-0723
Awards Programs	Accountability Development and Support	(512) 463-9637	(512) 936-0723
College Admissions Results	Research and Evaluation	(512) 475-3523	(512) 475-3499
Comparable Improvement	Performance Reporting	(512) 463-9704	(512) 475-3584
Dropout / Completion Rates	Research and Evaluation	(512) 475-3523	(512) 475-3499
End-of-Course Examination Credit for Accountability	Student Assessment	(512) 463-9536	(512) 463-9302
Juvenile Justice Alternative Education Programs Evaluation	Continuing Education	(512) 463-9982	(512) 475-3638
On-site Investigations	Accountability Evaluations	(512) 463-9495	(512) 475-3665
PEIMS Data	Technical Support	(512) 463-9800	(512) 475-3664
Ratings Appeals: *Std.*	Policy Planning and Research	(512) 463-9701	(512) 475-3499
Ratings Appeals: *Alt. Ed.*	Accountability and School Accreditation	(512) 463-8998	(512) 475-3499
TAAS Data	Student Assessment	(512) 463-9536	(512) 463-9302
TAAS / TASP Equivalency	Student Assessment	(512) 463-9536	(512) 463-9302

Appendix D — Acknowledgments

Many people have contributed to the development of this edition of the *Accountability Manual.* The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

TEA Staff

Executive Management

Mike Moses, Commissioner of Education

Ron L. McMichael, Deputy Commissioner for Finance and Accountability

Project Leadership

Criss Cloudt, Associate Commissioner for Policy Planning and Research

Cherry Kugle, Senior Director, Division of Performance Reporting

Maureen Moore Scheevel, Planner, Office of Policy Planning and Research

Contributors

Stacy Buffington	Division of Performance Reporting
John Haetinger	Division of Performance Reporting
Linda Hargrove	Division of Research and Evaluation
Shannon Housson	Division of Student Assessment
David E. Jacob	Office of Policy Planning and Research
Yvonne Liang	Division of Performance Reporting
Cathy E. Long	Division of Performance Reporting
Linda Mora	Office of Accountability and School Accreditation
Nancy Smith	Division of Research and Evaluation
Darrell Stewart	Division of Systems Operations and Support
Betty Weed	Division of Performance Reporting
Maria Whitsett	Division of Research and Evaluation

Commissioner's Accountability Advisory Group

A number of representatives from legislative offices, school districts, and the business community participated in resolving many issues critical to the Accountability System. An advisory group to the commissioner met in December 1998 to discuss issues related to finalizing the 1999 standards, improvement measure issues, and the phase-in of new indicators. We appreciate the efforts these individuals made to tackle tough problems creatively and fairly:

Legislative Staff

Margaret LaMontagne, Senior Advisor, *Governor's Office*
Robert Norris, Manager, Public Education, *Legislative Budget Board*
Patrick Francis, *Office of the Lieutenant Governor*
Trish Conradt, *Office of the Speaker of the House*
Jack Elrod, *General Counsel to the Senate Education Committee*
Monty Winn, *Special Assistant, House Public Education Committee*

School District Representatives

Rod Paige, Superintendent, *Houston ISD*
Thomas S. Tocco, Superintendent, *Fort Worth ISD*
Kay Waggoner, Superintendent, *Red Oak ISD*
Joe N. Neely, Superintendent, *Rockwall ISD*
David Splitek, Acting Superintendent, *San Antonio ISD*
Mike Strozeski, Director of Research, *Garland ISD*

Other Representatives

Johnny Veselka, Executive Director, Texas Association of School Administrators
Jim Crow, Executive Director, Texas Association of School Boards
David Dunn, Associate Executive Director, Texas Association of School Boards
John Stevens, Director, Texas Business and Education Coalition
Darv Winick, Winick & Associates
Bill Miller, Board Member, Texas Juvenile Probation Commission, American Bank of Commerce
Sandy Kress, Attorney, Aikin, Gump, Strauss, Houer, and Seld

Other Advisory Groups

Two additional groups orchestrated regional review of the accountability system issues and provided periodic review of the accountability system as it evolved.

Commissioner's TASA Cabinet of Superintendents

Elizabeth Abernathy, *Navasota ISD*
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Randy Burks, *Eula ISD*
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Maxie Watts, *Wink-Loving ISD*
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